
BUILDING HANDBOOK

SECTION

2

NURSERY
SCHOOLS

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Revised February 2009

BUILDING HANDBOOK

Section 2 NURSERY SCHOOLS

REVISIONS

This section of the Handbook has been revised to incorporate the May 2006 addendums to the text content, and to the schedules of accommodation for single and double unit nursery schools.

Particular attention is drawn to Part 2 of this Section.

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PART 1 EDUCATIONAL CONSIDERATIONS

- 1.1 General
Nursery education has much to contribute in meeting young children's needs, be they physical, emotional, social, or intellectual. This phase of education provides for children of three and four years of age and through the planning and implementation of a suitable curriculum, their needs are met in a setting characterised by trust, support, and sympathy.
- 1.2 Aims
Within nursery schools and classes, children are encouraged to choose freely from a range of learning activities, to develop appropriate physical and manipulative skills, to co-operate with their peers, to develop early mathematical, scientific and language abilities, to acquire appropriate habits of personal hygiene and to develop positive attitudes to themselves and others.
- 1.3 Provision
Facilities for outdoor physical play, well furnished quiet areas for less vigorous activities and generous space to encourage movement and active participation are all part of the provision which takes account of what is known about young children and how they learn.
- 1.4 Parental Role
Nursery schools and classes generally represent the parents' first contact with the educational system and, as such, they play an important role in establishing important links between home and school.

Schools and classes should provide attractive entrance areas which are welcoming and which encourage parents and others to become more fully involved in the education of their children.
- 1.5 The School and the Community
Nursery schools and classes often provide the focal point of the community and, as such, are visited by a number of people interested in the welfare of the young. Facilities should be provided which allow for the involvement of other professionals without disruption to the learning experiences of the children.

PART 2 DESIGN GUIDELINES

- 2.1 General
- Although the following advice is primarily for guidance in the design of new nursery school buildings, much of the content is applicable to schemes for re-modelling surplus primary school accommodation for use by nursery classes. All of these recommendations will not necessarily be feasible in every case.
- The acceptability and cost effectiveness of re-modelling proposals will depend upon the nature and extent of features of the existing accommodation. Each case will be considered on its merits and the gross target cost established accordingly.
- 2.2 Concept
- Experience has shown that the planning of the building cannot be separated from that of the play area, garden, or other amenities outside. The building and its surroundings are a single unit providing educational opportunity and physical and visual links between inside and outside are essential for the work to flow naturally from one area to another. The outside with its opportunity for freedom, exploration, and experiment should complement the closer companionship, domestic scale, and feeling of the interior.
- 2.3 Type of Provision
- The provision will normally take the form of either a separate nursery school or a nursery unit attached to a primary school.
- To ensure availability to the whole community, it should be noted, where a nursery school is associated with a primary school, that the nursery unit must be designed as a separate stand-alone building adjacent to the main primary school building. In these situations nursery units should be self-contained with separate parking, hard play and grass play provisions etc.
- 2.4 Staffing
- Staff normally comprises one teacher plus a nursery assistant per play room. In addition, there will also be some school meals and cleaning staff.
- 2.5 Size of Schools
- Nursery schools and units are normally designed to accommodate 26 or 52 children in, respectively, single or double classes. Children may attend full-time or part-time but normally there should be no more than 50 children in attendance at any one time.

2.6 Overall Area and
Gross Target Cost

The limit of internal area recommended for a new double unit school is 275 m², and for a single unit school 165 m². In each case, this is exclusive of school meals accommodation.

The Department's gross target cost will be based upon these areas plus, the area approved for a kitchen or servery.

PART 3 THE SITE

- 3.1 General Arrangement Many nursery activities can take place either indoors or outdoors. The outdoor play areas are best designed as an extension to the school building. The ideal plan is one in which a covered play area immediately outside the play rooms leads onto a hard play area which in turn gives access to a grass area beyond. The grass area should be well drained to facilitate maximum use.
- 3.2 Supervision It is important that teaching staff are able to keep children under observation at all times from both inside and outside the building.
- 3.3 Orientation A sunny aspect to the play rooms and covered outdoor play area is essential. These areas should, where possible, face south or south-east.
- 3.4 Siting The building should be positioned on the site to give the maximum amount of garden play area with a southerly aspect. The creation of useless left-over spaces that are difficult to maintain should be avoided. Shelter from wind is also very important and consideration should be given to improving the micro climate by locating with the building, screen fences, walls, mounds, hedges, and shrubs to form sheltered areas with a comfortable environment.
- 3.5 Site Area The site area should be sufficient to accommodate satisfactorily the building, the outside play areas, and some car parking. For a double unit a site area of approximately 1,500 m² (0.15 Ha) is recommended.
- For a single unit a site area of approximately 1,000 m² (0.10 Ha) is recommended.
- 3.6 Play Areas
- a. Outdoor play areas For a single unit school there should be an outdoor playing area of 250 m² minimum of which 100 m² should be a hard play area.
- For a double unit school there should be an outdoor playing area of 500 m² minimum of which 200 m² should be a hard play area.
- b. Covered play area The recommended minimum areas for covered play are 25 m² for a single unit school and 38 m² for a double unit school. A translucent roof should be considered so as not

to reduce unduly natural light to the play room(s). Orientation is important, see paragraph 3.3. The Department will not grant-aid any subsequent enclosure of this open space.

- c. Hard play area A smooth surfaced level area is required. This area together with any grass area at a higher level should be adequately drained. It should be free of gullies, gratings, manholes or any other obstructions; the preferred gradient is between 1:80 and 1:100.

Markings on the play area, such as railway or separate cycle tracks, circles, north points etc would add to the play potential, and where possible the principal should be consulted as to the position of these.

- d. Sand pit A sand pit of approximately 12 m² in area should be provided. It should be located at the edge of the hard play area in a sheltered, easily supervised position at some distance from the nearest gullies. The sand should be contained by a wall approximately 300 mm high with rounded edges and corners. The bottom can consist of open jointed paving slabs to provide drainage yet prevent children digging up soil. A cover should be provided that is easily removed and assembled; in areas not subject to vandalism wire mesh stretched tightly over a frame would suffice. Alternatively, a wire mesh enclosure with doorway could be provided. These have the advantage of leaving the sand exposed to light, sun, and air.

- e. Grass area The grass area, should generally be level but can be made more interesting by introducing low grade hillocks (which should be surrounded by ground free of construction), winding paths, trees and shrubs to form play areas. An area may be set aside to form a children's garden. An outdoor tap with a removable key should be provided.

- 3.7 Landscape works Choice of plants and shrubs should reflect physical features such as exposure, soil type, and aspect. Their growth habit or form should also be suited to a particular location, have all year round interest, and be attractive and welcoming.

Prickly or poisonous plants or tress should NOT be used.

Grassed and planted areas are visually appealing and contrast with the hard surface area. They should be adequately drained and designed for ease of maintenance.

- 3.8 Outdoor Equipment In areas where vandalism is prevalent equipment should not be permanently fixed or left outside but kept in an external lockable store when not required.
- 3.9 Access/Safety It is essential to safeguard children from motor traffic. Separate access routes to the school for pedestrians and vehicles are required. Parking areas and delivery points must be fenced off from play areas. A lockable gateway should be provided near the car park for the access of grounds maintenance equipment.
- In order to facilitate wheelchairs and mothers with prams the footpath to the main entrance should not incorporate steps. The access should be wide enough to allow two prams to pass.
- 3.10 Car Parking Car parking should be provided on the basis of one bay for each member of staff (including ancillary staff) and two for visitors. A minimum of one bay 3.2 m wide should be suitably provided and designated for the use of disabled persons.
- 3.11 Security of Play Areas The whole of the outdoor play area must be securely fenced. The fencing used should be of a type which is unclimbable by small children and which preferably allows a view outwards. If the only consideration is the safety of children a height of approximately 1.25 m is considered adequate for fences and gates. Where applicable, any post bracing should be used externally to the play areas to deter children from climbing over the fence.
- Where a nursery unit is provided as an extension to, or an integral part of an existing primary school, the play areas should be fenced off from those for the children of primary age.
- Examples of suitable fencing are:-
- a. concrete post and heavy gauge, small mesh chain link;
 - b. post and vertical board with a maximum gap of 30 mm between boards.
- 3.12 Site Security Depending upon circumstances, adequate perimeter fencing should be provided to protect the building and the site generally.

PART 4

THE BUILDING

4.1 The Concept

The building should be domestic rather than institutional in character. In conjunction with the adjoining outdoor spaces, it should provide an environment that is attractive and interesting to young children. During the majority of their time at school, children will have freedom of movement throughout the indoor and outdoor areas; consequently, a semi-open layout is likely to prove the most suitable basis of planning.

Constructional details, finishes, and fittings should be selected to afford maximum durability and safety. Sharp edges and projections should be avoided. A nursery school may have some handicapped children on roll and their special needs should be borne in mind when designing a school.

Visual links between areas are an essential provision and should be designed to permit effective through supervision.

4.2 Ceiling Height

A ceiling height of 2.7 m is considered adequate and the height from floor to soffit of beams should be not less than 2.4 m. If a sloping ceiling is employed the 2.7 m height should be considered a reasonable average (rather than the minimum or the maximum).

4.3 Windows

Except where otherwise recommended the bottom glass line in windows should be approximately 800 mm from floor level. Any glazing below this level, or in and around doorways, should be in accordance with the current British Standard Code of Practice or equivalent and the Building Regulations. The BS or equivalent marking should be indicated on all safety glass.

It is essential that opening lights should not project at heights likely to cause injury. Restriction on the extent of opening will assist in this respect as well as improving security.

Window provision should be sufficient to provide satisfactory natural lighting where required; and should have opening lights at high and low level to provide adequate natural ventilation, with fine adjustment.

- 4.4 Doors Where internal doors and doors to the covered play area are fitted with self-closing devices, consideration should be given to the use of hold open cabin hooks (fitted above the reach of children) to facilitate free movement within and around the school. **Double-action double-leaf doors should NOT be provided.**
- 4.5 Floor Level There should be no change of level within the building.
- 4.6 Mechanical and Electrical Services It is preferable that heating systems should be designed so as to be capable of fairly immediate temperature control. Low-level sources of heat should be guarded from interference by children and incorporate protection against burning or scorching. Alternatively, sources of heat may be located at high level or be under-floor. Control points for electrical and mechanical services must either be located in rooms to which the children do not have access or be located and/or enclosed in such a manner that they are entirely secure from interference by children.
- Socket outlets should be located above the reach of children.
- 4.7 Accommodation Generally Each nursery school should consist of the following accommodation, which is dealt with in detail in PARTS 5 - 10.
- a. Entrance/cloakroom area
 - b. Play room accommodation, including quiet room
 - c. Children's toilet accommodation
 - d. Utility room/kitchen
 - e. Staff room
 - f. Office (in double unit schools)
 - g. Storage internal
 - h. External store
 - i. Staff/disabled/visitors' toilet
 - j. Cleaner's store
 - k. Heating and electrical services

For the categorisation of spaces for sketch plan analysis purposes, the play room and quiet room accommodation should be considered as “usable” space.

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|------|-------------------------------|--|
| 4.8 | School Meals
Accommodation | This will vary according to individual requirements and may be affected by the availability of a meals service from a central kitchen or other school premises in the immediate area. Section 7 of the Handbook gives further advice. |
| 4.9 | Fire Fighting
Appliances | Suitable appliances should be installed as recommended throughout the school. |
| 4.10 | Specimen Plans | Two specimen plans of a single and a double unit nursery school are attached at Appendices 3 and 4. These plans are intended only as a guide to the relationship of spaces and their areas, and other layouts will be possible. The total internal area of the single unit plan is 165m ² , and the double unit plan is 275 m ² , both excluding school meals accommodation. |
| 4.11 | General Design | Good guidance on design approach is available from DfES Building Bulletins, especially BB87 Environment, BB90 Lighting, BB93 Acoustics, and BB101 Ventilation. This is in addition to publications from professional institutions associated with building design, construction, and specification e.g. CIBSE, RICS, RSUA, and RIBA. |

PART 5 ENTRANCE/CLOAKROOM AREA

FUNCTION

ACTIVITY The arrival and departure point for children with, in many cases, mothers, and prams. In some cases, the entrance/cloaks area may also be used as a play area.

Changing out of, and into, outdoor clothing, including footwear.

A place for parents to wait for children.

SIZE Approximately 20m², and sufficient to provide for adequate circulation and storage facilities.

LOCATION At the main entrance with direct access to each play room, the staff room, the cleaner's store, the office (in double units), the school meals accommodation, and adult toilet accommodation.

LAYOUT A draught lobby should be provided to assist in conveying a feeling of warmth and welcome.

PERFORMANCE

FLOOR FINISH A durable, easily washable finish incorporating a large mat well or mat fitted area.

WALL FINISH Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for fittings.

CEILING FINISH Light in tone, acoustically absorbent.

WINDOWS As required.

DOORS Entrance, staff room, office (in double units) and play room doors should incorporate large glazed panels at appropriate heights for adults and children; other doors should be unglazed.

FURNITURE AND FITTINGS Coat hooks at not less than 150 mm centres on fixed rails approximately 1.0 m above floor level. The spacing should be increased at internal corners. There should be one hook for each child. Hooks should be entirely free of sharp corners or edges and should not, by virtue of either their design or mounting, project in a way as to cause injury.

Below each hook there should be a cubicle/cage large enough to contain shoes and unfolded Wellington boots.

In situations where the entrance/cloakroom area is also to be used as a play area, in the interest of safety, cloaks storage may be provided by means of a cloaks trolley.

A limited amount of bench seating approximately 325 mm high is also required but should not be located under coat hooks.

Limited display boarding should be provided, at adults' and children's heights.

ENVIRONMENT

TEMPERATURE

18⁰C.

VENTILATION

Sufficient natural ventilation is required.

DAYLIGHTING

As required.

ACOUSTICS

Some surface absorbency desirable.

SERVICES

ELECTRICAL

In addition to normal requirements, spotlighting over the display area is desirable.

One double socket outlet.

PART 6 PLAY ROOMS AND STORAGE

FUNCTION

ACTIVITY

This space is used for a variety of activities, active, passive, noisy, and quiet, utilising a wide range of equipment and materials. Each play room will cater for 26 children.

SIZE

The play room area is based on an allowance of 2.5m² per child; therefore each play room (inclusive of a quiet room of approximately 8 m²) shall be a minimum of 65 m². If the quiet room is larger than 8m², there should be a subsequent reduction in the main play room area.

LOCATION

There should be direct access from each play room to the entrance/cloaks area, the outdoor covered play area and a children's toilet area.

LAYOUT

Each play room should include an enclosed quiet area, and whilst generally rectangular in shape should incorporate corners and alcoves where small groups of children can play. The location of doors requires careful consideration so that these aspects can be fully achieved.

It is important to restrict the number of doors leading into a play room to a maximum of five and to ensure as far as possible that these are not located in corners. The following accommodation should not open into play rooms: kitchen/servery (SMA), staff/adult toilet, utility/kitchen room, office, staff room, cleaner's store, and electrical switch room.

In a double unit school, it is desirable that the two play rooms should be capable of being combined by means of sliding/folding screens with adequate acoustic properties.

Double doors should open from each play room onto a covered outdoor play space preferably roofed by translucent sheeting. Where a change of level occurs a ramp should be provided and access through the doorway should not be impeded by raised thresholds or door tracks.

PERFORMANCE

FLOOR FINISH

Water and stain resistant. It is important that the material should not become slippery when wet or if dry sand is spilt on it.

The skirting adjacent to the sink unit should be coved and integral with the floor finish.

Quiet rooms should be fully carpeted and may incorporate a step(s) at one end to provide seating for children during “story time”. These steps should also be carpeted.

WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for shelves and fittings. Tiled splash-back at sink unit.

CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

WINDOWS

Low sill level to windows overlooking covered outdoor play space.

A vision panel should be provided to each toilet, quiet room, entrance/cloaks, and to the staff room to facilitate supervision.

Requirements relating to windows are outlined in paragraph 4.3 of this Section.

A window to stores is not required.

DOORS

Doors should incorporate glazing at the appropriate heights for adults and children. The adult height glazing should be as large as possible to permit pupil supervision. Doors to stores should be unglazed.

FURNITURE AND FITTINGS

The following should be provided:-

- a. A double-drainer sink unit with hot and cold water supply in each play room. This should be at adult height as children have cloakroom sinks and have access to water trays. Storage cupboards can be provided under the sink which should not be positioned in a corner.
- b. Fittings for window curtains in play rooms and quiet rooms.
- c. A small fixed whiteboard at children’s height in each play room.

d. Adequate provision of display boarding particularly at low level. Excessive areas of display can be confusing to young children and should be avoided.

e. Rows of adjustable height shelving, positioned above children's head height, in the play room and in the quiet room – total length approx. 6m in the play room and 3m in the quiet room.

Loose furniture and equipment should be provided outside the building contract.

STORAGE

Storage provision opening off each play room. Adjustable shelving is recommended with closely spaced wide shelving for the storage of a variety of card and drawing paper. Approximately 7 to 8 m² should be provided for each play room.

Space under shelves for the storage of trolleys and large play equipment.

An external store of at least 10 m² preferably adjacent to the covered play area but sited so as not to impede supervision or obstruct free access to and from the play rooms. Lockable outward-opening double doors are recommended. Some adjustable shelving and a few sturdy hooks should be provided to one side only. The entrance to the store should be level with the surrounding area. **A ramp, NOT steps, should be provided if necessary.** Heating and windows are not required in the external store.

ENVIRONMENT

TEMPERATURE

18°C.

VENTILATION

Some cross or transverse ventilation would be an advantage, without undesirable draughts.

DAYLIGHTING

A southerly aspect to main windows of play room is desirable.

Dim-out curtains should be provided for windows of play rooms and quiet rooms.

ACOUSTICS

Adequate absorbency to surfaces to take account of usually noisy environment in play rooms.

To provide adequate sound insulation internal walls between play rooms, quiet rooms, staff room, offices, and entrance/cloakroom area should be of solid construction.

SERVICES

MECHANICAL

Hot water and potable cold mains water supplies to sink.

ELECTRICAL

A lighting intensity of 350 lux should be provided at the working plane.

Six double socket outlets (approximately one double outlet per wall) to each play room. Two double socket outlets to each quiet room.

PART 7 CHILDREN'S TOILETS AND CLEANER'S STORE

FUNCTION

SIZE Ample circulation space is desirable, and an area of 12 m² to 16 m² will be necessary depending on layout.

LOCATION A separate toilet area should be directly accessible from each play room and be located on an external wall. Boys' and girls' toilets are not provided separately.

LAYOUT For a single unit school, three WCs and five WHBs are required.

In the case of a double unit, each of the two toilet areas should contain three WCs and five WHBs.

In every school, one WC and one WHB in the same toilet area should be accessible by a small wheelchair; however, grab rails should not be provided as these will be supplied and installed, outside the contract, when a specific need is established.

In each toilet area appropriate space for a wall mounted, hinged changing table shall be provided – the table will be supplied and installed, outside the contract, when a specific need is established.

PERFORMANCE

FLOOR FINISH Durable, easily cleaned.

WALL FINISH Easily cleaned finish. Tiled splash-back behind WHBs.

CEILING FINISH Light in tone.

WINDOWS High level only opening vents out of reach of children. Observation window to play room.

DOORS Doors should incorporate some glazing at the appropriate heights for adults and children. The adult height glazing should be as large as possible to permit pupil supervision. Cleaner's store and utility room doors should be unglazed.

FURNITURE AND FITTINGS The number of sanitary fittings should be in accordance with LAYOUT above.

WC pedestals should be between 250 mm and 320 mm high.

Wash basins should be fixed at a height of 550 mm to 600 mm.

Urinals and drinking fountains are not required.

WC cubicle partitions and doors should be 900 mm to 1.0 m high to facilitate supervision by staff, and whilst giving privacy are not off-putting to young children. Locks must not be fitted to doors and the use of door hinges that would allow fingers to be trapped should be avoided.

Child hand drying may be provided using either:

(a) Roller towel – 5No per toilet area

(b) Individual paper towels – with space for 3No paper towel dispensers and a disposal bin per toilet area. High level enclosed storage for boxes of paper towels etc.

(c) Individual fabric towels for each child (26No), with a hook at low level spaced at 225 mm centres for towels in each toilet area.

A mirror at children's height above each wash basin.

A large (Belfast type) sink should be provided.

ENVIRONMENT

TEMPERATURE 18°C.

VENTILATION Ventilation should be through opening windows and via mechanical extraction. Roof ventilation is not recommended.

DAYLIGHTING As required.

SERVICES

MECHANICAL Controlled temperature warm water supply to wash basins via a local mixing valve. Each wash basin shall be provided with one suitably designed, water conservation, lever action, and non-concussive blender tap, complete with an economiser outlet.

ELECTRICAL

Normal lighting requirements

CLEANER'S STORE

This must be accessed from the entrance cloaks area.

It should be of sufficient size for the storage of bulk order materials and all cleaning equipment. It should have shelving, a large sink, a brush rack, and a suspended mop-drying rack.

PART 8 UTILITY ROOM/KITCHEN

FUNCTION

ACTIVITY The washing and quick drying of children's clothes and the preparation of tea/coffee for staff, and simple snacks for children.

SIZE 8 m² should suffice.

LOCATION On external wall with access via the staff room.

PERFORMANCE

FLOOR FINISH Durable, easily cleaned.

WALL FINISH Smooth, plastered, with paint finish capable of being cleaned; and with tiled upstand/splash-back to worktop and sink.

CEILING FINISH Light in tone.

WINDOWS As required.

DOOR Glazed.

FURNITURE AND FITTINGS Worktop along one long wall with a single drainer sink, and associated high and low level kitchen cupboarding.

Space should be left for a fridge, domestic washing machine/tumble drier which will be provided outside the building contract.

Tall cupboards along one wall for the storage of towels, dry clothes cleaning equipment, materials and cleaning agents etc. (for use by the teaching staff).

A suspended mop-drying rack.

ENVIRONMENT

TEMPERATURE 18°C.

VENTILATION Ventilation should be through opening windows and via mechanical extraction

DAYLIGHTING As required.

SERVICES

MECHANICAL

Hot water and potable cold water supplies to sink.

ELECTRICAL

Normal lighting requirements.

Three double socket outlets.

Extract fan.

PART 9 STAFF ROOM AND TOILET ACCOMMODATION

FUNCTION

ACTIVITY To act as the administrative base for a single unit school, a room for staff to relax, and where parents can feel welcome to discuss matters with them.

SIZE 15 m² for a single and double unit school.

LOCATION Direct access to the main entrance. In a single unit school, consideration could be given to direct access to the play room, although this will reduce the provision of wall space in the play room for display and storage purposes.

Convenient access to staff toilet and cloaks accommodation.

PERFORMANCE

FLOOR FINISH A carpet is desirable.

WALL FINISH Smooth, plastered, with paint finish. Wall structure capable of accepting fixing for fittings.

CEILING FINISH Light in tone.

WINDOW External windows plus an observation window to play room.

DOORS Glazed to entrance/cloakroom area.

FURNITURE AND FITTINGS Adjustable height shelving, total length approx. 4m.

A first-aid cabinet at high level.

Limited display boarding.

Curtain fittings.

Mirror.

Loose furniture comprising desk, easy chairs, dining table and chairs, small cupboard and lockable storage for personal belongings will be supplied outside the building contract.

ENVIRONMENT

TEMPERATURE	18°C.
VENTILATION	Normal ventilation.
DAYLIGHTING	Normal daylighting.

SERVICES

MECHANICAL	Hot and cold mains water supply.
ELECTRICAL	<p>A lighting intensity of 350 lux should be provided at the working plane.</p> <p>Four double socket outlets.</p>
TELEPHONE	A telephone point is required.
STAFF TOILET AND CLOAKS ACCOMMODATION	<p>This should be accessible from the entrance area for the use of visitors/parents as well as staff. It should not open off a staff room, play room, or kitchen.</p> <p>Single unit Schools One WC and one WHB suitable for disabled persons' use, is normally considered adequate.</p> <p>Double unit Schools One WC and one WHB suitable for the disabled; for the use of visitors and parents. In separate accommodation, one WC and one WHB for the use of staff.</p> <p>A vanity unit, mirror, and shelf.</p> <p>Cloaks provision.</p>

PART 10 OFFICE

FUNCTION

ACTIVITY To act as the administrative base for a double unit school.

SIZE 8m² to 10m²

LOCATION Direct access to the main entrance – supervision of the main entrance should be possible via an external window and an internal observation window.

PERFORMANCE

FLOOR FINISH Carpet is desirable.

WALL FINISH Smooth, plastered, with paint finish. Wall structure capable of accepting fixing for fittings.

CEILING FINISH Light in tone.

WINDOW External window plus an observation window to main entrance.

DOORS Glazed to entrance/cloakroom area.

FURNITURE AND FITTINGS Adjustable height shelving, total length approx. 4m.

Display boarding.

Curtain fittings.

Loose furniture comprising desk, chairs, and storage cupboards will be supplied outside the building contract.

ENVIRONMENT

TEMPERATURE 21°C.

VENTILATION Normal ventilation.

DAYLIGHTING Normal daylighting.

SERVICES

ELECTRICAL

A lighting intensity of 350 lux should be provided at the working plane.

Four double socket outlets.

TELEPHONE

A telephone point is required.