

Little Hen's House

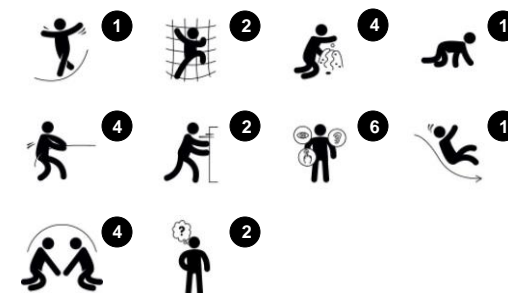
NRO417



Item no. NRO417-1021

General Product Information

Dimensions LxWxH	294x413x281 cm
Age group	1+
Play capacity (users)	12
Colour options	



The Little Hen's House is a dense, activity packed ground level accessible play unit that offers a richness of home-themed play that will attract and excite toddlers again and again. Rich tactile features greatly increase play value and support emerging dramatic play in the toddlers. The scale of the Little Hen's House is perfectly shaped for toddlers. The desk adds to the overall playability of the house from the inside as well as the outside. The two-sided

play panel with yellow scoops that run in a grooves encourages play that stimulates theory of mind and logical thinking skills. The window with curtain invites social cooperation between inside and outside, supporting turn-taking and cooperation skills and not least inviting peek-a-boo games that support the understanding of object permanence: that things don't cease to exist when they are out of sight. Dramatic play supports language skills, and this unit

welcomes the first try-outs of dramatic play with its many details and fun corners. Thrilling sliding is invited with a friendly loop between access platform and slide mouth. The inclined climbing wall on the other side adds varied access and supports cross-coordination which is key to physical as well as cognitive development at this age.



Data is subject to change without prior notice.

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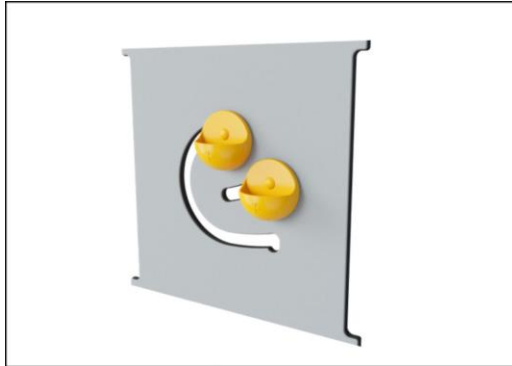
All Organic Robinia products by KOMPAN are made of 100% Robinia wood from sustainable European sources. On request it can be supplied with FSC® Certified (FSC® C004450) Robinia wood.



The product/activities are preassembled from the factory to ensure all safety requirements are considered.



The paint used for coloured components is water based environmental friendly with excellent UV resistance. The paint is in compliance with EN 71 Part 3.



Panels of 19mm EcoCore™. EcoCore™ is a highly durable, eco friendly material, which is not only recyclable after use, but also consists of a core produced from 100% recycled material.



There are Multiple footing options for all products: Surface anchoring with steel footings and expansion bolts. Wood in-ground or steel in-ground footings.



Robinia products are available in three different wood treatment options: untreated Robinia wood or brown painted with a pigment that maintains the wood colour and coloured version with paint of selected components.

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Installation Information

Max. fall height	100 cm
Safety surfacing area	30,2 m ²
Number of installers	2
Total installation time	20.6
Excavation volume	1,63 m ³
Concrete volume	0,00 m ³
Footing depth (standard)	100 cm
Shipment weight	824 kg
Anchoring options	In-ground ✓ Surface ✓

Warranty Information

Robinia wood	15 years
Stainless steel components	Lifetime
Hot dip galvanised steel	Lifetime
EcoCore HDPE	Lifetime
Spare parts guaranteed	10 years

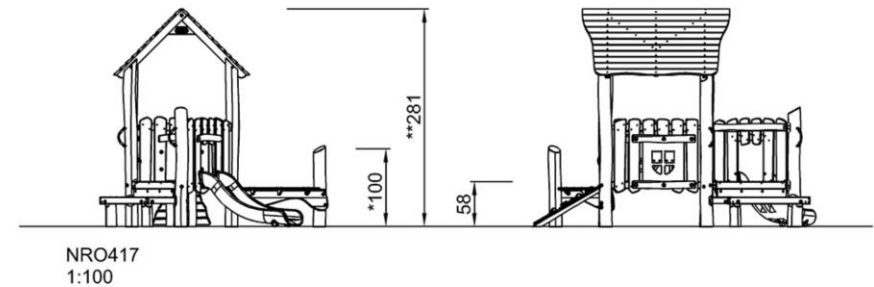
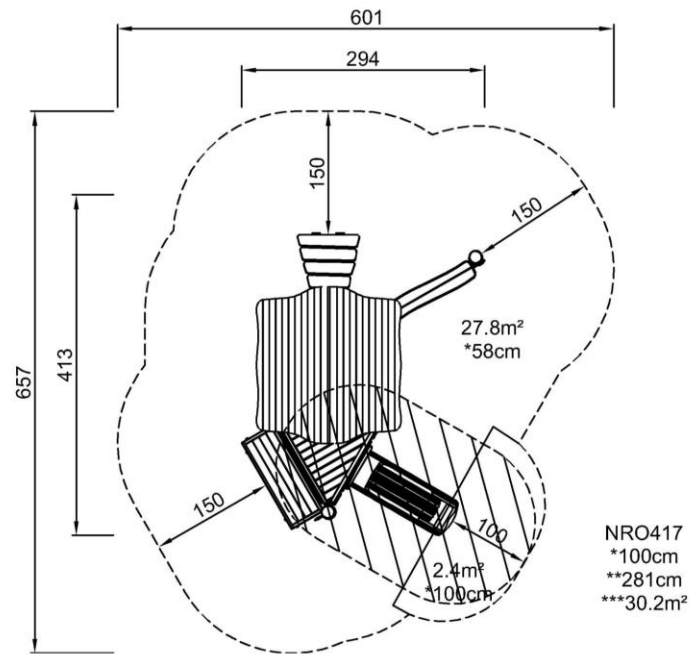


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* Max fall height | ** Total height | *** Safety surfacing area

* Max fall height | ** Total height



[Click to see 1:100 ratio TOP VIEW](#)

[Click to see 1:100 ratio SIDE VIEW](#)

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Window with curtains

Physical: tactile stimulation supports sensory skills, when children explore the characteristics (e.g. hardness, weight) of the materials.

Social-Emotional: social interaction between inside and outside, supporting turn-taking and cooperation skills.

Cognitive: understanding of object permanence when playing games such as peek-a-boo. Dramatic play support, encouraging language skills.

Creative: leaving a mark, deciding how to place curtains.



Supportive handholds

Physical: handhold provides good grip for less confident climbers. Pulling yourself up and in trains upper body muscles.

Social-Emotional: allows for a range of physical abilities to enter independently and securely, supporting play for all.



Slide

Physical: sliding develops spatial awareness and a sense of balance. Furthermore, the core muscles are trained when sitting upright going down.

Social-Emotional: empathy stimulated by turn-taking.

Cognitive: young children develop their understanding of space, speed and distances when sliding down quickly.



Rock climber

Physical: supports cross coordination and leg, arm and hand strength. The hand-holds on top ease entry into platform.

Social-Emotional: the inclination makes climbing feel secure, especially for younger children.



Desk

Social-Emotional: fine meeting place and a space creator. Sharing and cooperation from both sides create a social scenario that supports communication and cooperation.



Sand scoops panel

Physical: hand eye coordination and push-pull movements.

Social-Emotional: invites cooperation due to the two-sidedness and provides for parallel play.

Cognitive: logical thinking: cause and effect understanding when running scoops in grooves or shifting materials from scoop to scoop.

Creative: shifting scoops, creating new scoop positions.

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PHYSICAL

Joy of movement:
motor skills, muscle, cardio
and bone density



SOCIAL-EMOTIONAL

Joy of being together:
teamwork, tolerance and
sense of belonging



COGNITIVE

Joy of learning:
curiosity, understanding of causal
relationships and knowledge of the world



CREATIVE

Joy of creating:
co-creation and experimenting
with materials



BALANCE

To balance is to stay upright when walking or standing on a surface that makes this challenging (e.g. a wobbly, inclined, or narrow surface).



HANG IN ARMS

To hang in arms is the act of carrying the body with the hands or arms, possibly to traverse to another platform or play item.



SENSORY

To sense is the act of taking in information with the sensory system: seeing, feeling, hearing or sensing with the body.



BOUNCE

To bounce is the act of bouncing on a responsive, flexible, elastic or tensile surface.



JUMP

To jump is the act of jumping up or down on a hard surface.



SLIDE

To slide is the act of moving fast downwards seated on a slide.



CLIMB

To climb is the act of moving upwards, cross-coordinating arms and legs, on a vertical or inclined surface or net.



PULL

To pull is the act of pulling an item towards you or you towards an item with one or both hands, or possibly using the entire body.



SOCIALIZE

To socialize is the act of meeting, communicating or cooperating in an activity that stimulates and facilitates social interaction.



CONSTRUCT

To construct is the act of creating new patterns, shifting items or materials to new positions or constructing with materials that can be transformed or manipulated.



PUSH

To push is the act of pushing an item away from you with one or both hands, possibly with the entire body.



SPIN

To spin involves a fast, repeated horizontal or vertical turn of the body on a piece of equipment that facilitates the movement.



CRAWL

To crawl is the movement of moving forwards or backwards, cross-coordinating arms and legs, on a horizontal or slightly inclined surface.



ROCK

To rock is the action of rocking back and forth, or sideways, on e.g. a piece of spring equipment.



SWAY

To sway is the movement of swaying back and forth, or around, lying, seated or possibly standing, in a pendulant or circular movement, e.g. on a hammock or on a rope.



DRAMATIC PLAY

Dramatic play is motivated through play items that stage a frame, place or environment for acting out make believe or role play scenarios.



ROTATE

To rotate involves a vertical or horizontal slower paced turn of the body, facilitated by a piece of equipment.



SWING

To swing is the movement of swinging back and forth, or in circular movement, seated, standing or lying, in an unhindered arc.



GLIDE

To glide is the act of moving from one point to another without shifting the feet, in a horizontal or vertical movement, in a seated, lying or standing position, letting gravity do the work.



RULES PLAY

Rules play is motivated through play items that suggest games-with-rules, cooperation and team work, e.g. tic-tac-toe, timers or ball games.



WONDER

To wonder is motivated through play items that make children need and use their logical, abstract or creative thinking skills, as well as their memory.