

Research on the Current Situation and Improvement Paths of Safety Education in Private Kindergartens

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Abstract: Laws and regulations such as the *Preschool Education Law of the People's Republic of China* have clarified the safety responsibilities of private kindergartens. However, due to factors such as school-running systems, capital investment, and teachers' literacy, private kindergartens still have many shortcomings in safety education. Accidental injuries to young children occur from time to time, arousing widespread social concern. Based on this, this paper focuses on the current situation of safety education in private kindergartens, analyzes existing problems, and explores scientific and feasible improvement paths, so as to provide theoretical references and practical support for regulating the operation of private kindergartens and building a solid safety line for young children.

Keywords: Kindergarten; Safety education; Current situation; Path research

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1. Introduction

Early childhood is a critical stage for physical and mental development. Young children have weak self-protection awareness and insufficient risk avoidance ability, making safety education the core task of education and care in private kindergartens. At present, relevant laws and regulations have clarified the safety responsibilities of private kindergartens. Nevertheless, restricted by profit-oriented tendencies, resource shortages, and weak teaching staff, safety education in private kindergartens remains formalistic and fragmented, with hidden safety risks that cannot be ignored. Therefore, systematically investigating the current situation of safety education in private kindergartens, exploring the root causes of problems, and putting forward improvement strategies are of great practical significance and research value for promoting the standardized development of private preschool education and protecting children's rights and interests.

2. Current situation of safety education in private kindergartens

At present, the overall situation of safety education and home-kindergarten cooperation in kindergartens

is sound. Both kindergartens and families attach great importance to children's safety education and have a strong willingness to cooperate, laying a solid foundation for carrying out safety education. The content of safety education is comprehensive, covering daily safety, emergency protection and other aspects, with close attention to key fields such as personal safety and emergency risk avoidance. The forms of education are diverse, integrating games, drills, lectures and other methods, and activities are carried out with stable frequency, ensuring the continuity of safety education. Hardware facilities and teacher training basically meet the standards and can satisfy basic safety education needs, but there is still much room for improvement in facility completeness and teachers' professional ability. Children's self-protection ability is generally acceptable, with basic safety awareness, but there is significant room for improvement in emergency response capabilities. In addition, both kindergartens and families are highly satisfied with the current safety education work, and their demands for improvement are concentrated and clear, pointing out the direction for subsequent optimization.

3. Research status at home and abroad

3.1. Domestic research status

3.1.1. Research on the importance of children's safety education

Wang Yue (2011) pointed out that the purpose of safety education is to help children accurately identify potential risks in the environment, master methods to protect their own lives, and further enhance their safety awareness. Considering the particularity of children's age, the educational stage is of special significance and closely related to their physical and mental development characteristics, so safety education should be designed in combination with this feature^[1]. According to Gu Rongfang (2006), safety education is a systematic work carried out in accordance with children's physical and mental development characteristics, aiming to strengthen children's cognition of health, cultivate their safety behaviors, and maintain and promote their health^[2].

In the *Guidelines for Learning and Development of Children Aged 3–6* issued in 2012, the Ministry of Education stipulated in the third goal of the health field that kindergartens should carry out safety education according to children's actual needs and enable them to master basic self-protection skills^[3].

In the article *Improving Kindergarten Safety Education through Thematic Educational Activities*, Wang Juan (2018) clarified the important role of safety education in kindergarten teaching. Considering that young children are young and lack basic safety cognition and self-protection awareness, kindergartens should take safety education as a top priority. Carrying out thematic educational activities helps children strengthen their safety cognition in specific situations and further understand the importance of safety, playing a positive role^[4].

Qian Lingyan and Ye Li (2019) stated in their paper *Research on Cultivation Strategies of Children's Self-Protection Ability* that in recent years, frequent safety incidents in kindergartens have seriously threatened children's safety and health. Therefore, we must examine the deficiencies in children's self-protection education and explore measures to improve and strengthen it^[5].

3.1.2. Research on problems in kindergarten safety education activities

Cheng Shaying (2019) pointed out in her book *Research on the Current Situation and Improvement Countermeasures of Kindergarten Safety Education* that many teachers hold conservative concepts in safety education, focusing more on protecting children from harm rather than improving their self-protection

awareness and skills ^[6].

Li Kailun (2020) noted in *A Brief Analysis of How to Improve the Effectiveness of Children's Safety Thematic Courses* that current children's safety thematic courses mostly focus on imparting basic safety knowledge. The common practice is to provide short-term training for teachers and then directly convey relevant information to children, but the actual effect and scientific basis of this method have not been verified ^[7].

Yang Liu (2021) mentioned in *Action Research on Integrating Educational Drama into Safety Education Activities for Older Children* that although teachers can seize opportunities flexibly when carrying out safety education, the lack of novel and diverse teaching methods makes safety education activities less vivid, and children acquire limited knowledge from such activities ^[8].

Niang Maoxian (2020) proposed in *Analysis of Kindergarten Safety Thematic Activities* that young children often have a strong curiosity about new and strange things and thus desire to explore, frequently trying to touch or handle novel objects, yet they usually lack effective assessment of potential dangers. In many cases, accidents occur because children do not have sufficient safety awareness ^[9].

3.1.3. Research on influencing factors of kindergarten safety education activities

In *Observation and Guidance of Safety Education in Hiking Activities for Middle-Class Children in Kindergartens* (2018), Li Cong pointed out that teachers face challenges in observation and guidance and struggle to provide effective support for children ^[10].

Du Fan (2021) mentioned in *Research on the Current Situation and Countermeasures of Family Safety Education for Children Aged 3–6* that parents' backward safety concepts, weak safety cognition, and inappropriate methods in carrying out safety education are important factors leading to children's lack of safety awareness ^[11].

Liu Zhongrui (2021) stated in *Practical Research on Safety Education for Middle-Class Children Based on Picture Books* that the psychological development of middle-class children is undergoing significant changes. They are energetic, full of new ideas, and their cognitive behaviors are often based on physical movements. They continuously observe and explore the world through their senses, actively perceiving the surroundings via sight, touch, hearing, etc., in short, constant activities ^[12].

3.1.4. Research on improvement paths of kindergarten safety education activities

Zhong Haojing (2020) pointed out in *Research on Methods and Strategies of Kindergarten Safety Education* that to improve the effectiveness of kindergarten safety education, close cooperation with parents can be carried out based on safety theme months, weeks, holidays and other activities, inviting them to participate in various safety activities planned by the kindergarten ^[13].

In the study *Strategies for Integrating Safety Education into Kindergarten Thematic Activities* by Yue Yuanling (2021), it was pointed out that when designing safety thematic activities, teachers should fully consider the characteristics of children of different ages and formulate activity goals and contents suitable for different age groups ^[14].

In summary, domestic research on children's safety education mainly focuses on the value of safety education, existing problems, effective teaching methods, organization of safety education activities, and guidance for children to properly handle emergencies, all of which have been thoroughly studied. Articles by domestic researchers show that children's safety education is crucial to their healthy growth and all-round development, helping to cultivate children's autonomy and improve their self-protection awareness and ability.

3.2. Foreign research status

3.2.1. Research on the implementation of kindergarten safety education curriculum

Japan has extensively developed resources from families, communities and other sectors to carry out disaster prevention and mitigation education for preschool children. To enhance children's safety awareness and self-protection ability, various educational methods are adopted, including health and sports activities, scientific enlightenment, moral cultivation and other forms.

3.2.2. Research on kindergarten safety education

Lee Myoung geum and Moon Yeon sim (2020) stated in *Key Capabilities of Early Childhood Teachers for Infant Safety Education Delphi Study* that foreign countries promote children's safety education in combination with the social environment and physical-geographical characteristics of their respective countries, requiring children to learn corresponding necessary skills to maximize and improve children's safety levels^[15].

The UK has a complete children's road safety education system covering all stages from early childhood to adulthood, with specific content and forms for each stage to strengthen safety awareness. Since 2012, Australia has implemented a series of policy documents such as the *National Quality Framework*, *National Practices for Early Childhood Road Safety Education*, and *Road Safety Education and Safe Transport Policy* to ensure the integration of road safety education into school curricula. These documents provide systematic guidance for state governments and early childhood care facilities in carrying out children's road safety education, including teaching plans, educational methods and guiding principles, aiming to meet children's educational needs for road safety knowledge fully.

4. Problems existing in the current situation of safety education in private kindergartens

4.1. Traditional educational forms and insufficient practical operation

Although kindergartens adopt diverse safety education methods, they mainly rely on classroom lectures and theoretical instruction. Immersive and experiential activities such as scenario simulation, practical drills and on-site teaching account for a low proportion. Current safety education is mostly limited to conceptual explanation and abstract expression, with few practical practices closely related to children's daily experience, making it difficult for children to understand and apply self-protection and escape skills truly. For example, scenario-based teaching such as role-playing, simulated road-crossing practice and fire escape drills can be carried out; interesting safety interactive games and multimedia resources such as animations and images can be used to promote learning; on-site drills such as fire emergency evacuation and earthquake sheltering under desks can be conducted to enable children to master safety skills in daily scenarios.

4.2. Uneven distribution of hardware resources and shortage of some facilities

Private kindergartens still lack safety teaching equipment and activity space. These kindergartens do not have special safety education venues and suitable teaching tools designed for children, affecting the improvement of education quality. Some kindergartens lack full-time safety management personnel, leading to inadequate implementation of daily safety inspections, hidden danger checks and special education. Hardware facilities and human resource support still need to be strengthened.

4.3. Superficial home-kindergarten cooperation

Despite parents' active participation, safety education interaction between kindergartens and families remains shallow, mostly focusing on one-way publicity and announcements, lacking interactive and parent-child practical safety-themed activities. Some parents use monotonous methods in family safety education, which is inconsistent with the school curriculum, making it difficult to establish a coordinated home-kindergarten education system.

4.4. Shortcomings in educational content and weak teaching in special fields

Although safety knowledge education is relatively complete, teaching in anti-bullying, mental health, safe escape and other aspects is insufficient, and most parents expect improvements in these fields. Some safety education is superficial and non-targeted, without hierarchical teaching based on children's age differences. The teaching focuses for junior, middle and senior classes are not clearly distinguished, resulting in low precision.

5. Improvement paths for safety education in private kindergartens

5.1. Innovate educational forms and strengthen practical drills

Curriculum design should avoid single and boring lectures. Based on the growth characteristics and comprehension level of young children, a comprehensive teaching method system should be established, including classroom learning, scenario simulation, interactive games, on-site practice, animated storybooks and other forms. The frequency of emergency drills should be appropriately increased, and the types of drills should be enriched, including evacuation and escape, anti-abduction, anti-crowding and crush, trauma treatment and other scenarios, enabling children to participate in person and practice hands-on, further transforming safety education into practical emergency response capabilities.

5.2. Improve hardware facilities and consolidate the safety guarantee foundation

Increase capital investment in safety facilities, equip up-to-standard safety teaching aids, safety equipment and warning signs in strict accordance with relevant national laws and mandatory standards, and build safety education venues suitable for children's activities. Meanwhile, in accordance with the 2017 edition of kindergarten equipment specifications, conduct comprehensive regular inspections of facility safety hazards, focusing on key areas such as fire-fighting equipment, protective fences and electrical facilities, and timely rectify and repair problems to ensure that the campus environment and hardware facilities fully comply with relevant standards such as the *Sichuan Kindergarten Equipment Specifications*. Ensure the full allocation of full-time safety team personnel, with clear responsibilities and operating procedures. Effectively carry out daily inspections, hidden danger identification and safety education, and establish a work plan with special personnel responsible and step-by-step implementation of responsibilities.

5.3. Deepen home-kindergarten cooperation and gather synergy for safety education

Establish diversified home-kindergarten communication channels. In addition to conventional class chat groups and parent meetings, regular parent-child safety-themed activities, safety knowledge lectures and cooperative parenting practice courses should be held to encourage parents to participate in children's safety education actively. Establish a home-kindergarten collaborative education mechanism, and regularly provide

feedback on the content and key points of safety education in the kindergarten to parents. This helps parents effectively carry out family safety education, coordinates family and school education, and achieves seamless connection of content.

5.4. Make up for educational shortcomings and implement hierarchical precision teaching

Focus on the weak points reflected in feedback from parents and teachers, strengthen courses on anti-bullying, psychological safety, practical emergency escape and stranger prevention, and strive to fill educational gaps. Formulate differentiated teaching strategies for junior, middle and senior classes according to children's cognitive development stages. In the teaching process, teachers should teach students in accordance with their aptitude based on children's actual conditions to achieve more precise educational effects. Select more cases closely related to children's daily life to make safety education more realistic and practical.

6. Conclusion

Kindergarten safety education is crucial to the growth of young children. Due to children's weak cognition and self-protection ability, safety education activities can effectively improve their safety awareness and protective knowledge. Through various research methods, this study finds many problems in safety education in private kindergartens: teaching emphasizes theory over practice; teachers lack professionalism and systematic training; home-kindergarten co-education is weak; education in special fields is insufficient; and hardware resources are unevenly distributed, affecting educational effectiveness. Children's safety is a long-term project that requires joint efforts from families and kindergartens. Kindergartens should innovate teaching forms and strengthen practical drills; improve teachers' professional literacy; deepen home-kindergarten cooperation; improve facilities and equipment to eliminate potential safety hazards; and improve management and evaluation mechanisms. Thus, safety education can better fit the characteristics of children's development, comprehensively improve children's safety and self-protection ability, optimize the educational environment, and promote the standardized and high-quality development of safety education.

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