

H Early Childhood Education and Care Services

H1 EDUCATION and Training ACT 2020

H1.1 Changes relating to early childhood education (ECE) me ngā Kōhanga reo

- [Introducing additional licensing requirements for early childhood education services including Kōhanga reo](#)
- [Changing the structure of the penalty for ECE services operating without a licence](#)
- [Police vetting is required for all adults who live in a home where home-based early childhood education and care is being provided](#)
- [Enabling the Education Review Office \(ERO\) to obtain information from early learning service parent entities](#)
- [Enabling the Education Review Office \(ERO\) to enter a home where home-based early learning is being provided](#)

The Licensing Criteria for Early Childhood Education and Care Centres 2008, and the Early Childhood Education Curriculum Framework, form part of the regulatory framework for the Education (Early Childhood Services) Regulations 2008 continue to apply under the saving provisions of the Education and Training Act 2020 until replaced ¹

SOURCE: Education and Training Act 2020

Section 10 – Interpretation early childhood education and care centre—

(a) means premises that are used regularly for the education or care of 3 or more children (not being children of the persons providing the education or care or children enrolled at a school who are being provided with education or care before or after school) under the age of 6 years by day (or part of a day) but not for any continuous period of more than 7 days; and

(b) despite paragraph (c), includes premises that—

(i) are situated within premises of the kinds described in paragraph (c)(i) to (x); and

(ii) are used regularly or principally for the education or care of 3 or more children under the age of 6 years who are children of—

¹ [Legislative instruments continued](#)

(A) staff who work within premises of the kinds described in paragraph (c)(i) to (x); or

(B) persons attending those premises as residents or students; but

(c) excludes premises of the following kinds:

(i) registered schools:

(ii) hostels:

(iii) residences (within the meaning of [section 2\(1\)](#) of the Oranga Tamariki Act 1989):

(iv) institutions under the control of the Ministry of Health or a district health board established by or under [section 19](#) of the New Zealand Public Health and Disability Act 2000:

(v) hospital care institutions (within the meaning of [section 58\(4\)](#) of the Health and Disability Services (Safety) Act 2001):

(vi) children's health camps operated by an organisation funded by a State service to provide an education service to children attending health camps:

(vii) premises where all the children present are members of the same family in the care of a member of the family, or members of the same family in the care of a caregiver who is not acting for gain or reward:

(viii) any premises, during any period of use for the education or care of 3 or more children under the age of 6 years, none of whom attends for any period exceeding 2 hours per day, in circumstances where the children's parents or caregivers are—

(A) in close proximity to the children and are able to be contacted; and

(B) able to resume responsibility for the children at short notice:

(ix) any premises, during any period of use for the operation of a playgroup, licensed home-based education and care service, or licensed hospital-based education and care service:

(x) any premises, during any period of use for the education or care of children for any period not exceeding 4 hours a week in circumstances where the children's parents or caregivers are—

(A) in close proximity to the children and are able to be contacted; and

(B) able to resume responsibility for the children at short notice

early childhood education and care service means—

(a) a free kindergarten that is an early childhood service whose licence permits no child to attend for a period of more than 4 hours on any day; and

(b) any other early childhood service that is declared to be an early childhood education and care service by regulations made under this Act

early childhood service means an early childhood education and care centre, a home-based education and care service, or a hospital-based education and care service

licensed early childhood education and care centre means an early childhood education and care centre in respect of which the service provider holds a current licence issued under regulations made under [section 636](#)

licensed early childhood service means an early childhood service in respect of which the service provider holds a current licence issued under regulations made under [section 636](#)

licensed home-based education and care service means a home-based education and care service in respect of which the service provider holds a current licence issued under regulations made under [section 636](#)

licensed hospital-based education and care service means a hospital-based education and care service in respect of which the service provider holds a current licence issued under regulations made under [section 636](#)

service provider means each of the following:

(a) in relation to an early childhood education and care centre, the body, agency, or person who operates the centre:

(b) in relation to a home-based education and care service, the body, agency, or person who provides, or offers to provide, that education or care:

(c) in relation to a hospital-based education and care service, the body, agency, or person who provides that education or care:

(d) in relation to a playgroup, the person or persons who operate the playgroup

teaching position means a position in a registered school or licensed early childhood service that—

(a) requires its holder to instruct students; or

(b) is the professional leader, deputy professional leader (however described), or assistant principal of a school; or

(c) is the professional leader of an early childhood service or other educational institution

Part 2 Early childhood education

13 Outline of Part 2

(1) This Part, which concerns the regulation of early childhood education, is divided into 3 subparts.

(2) [Subpart 1](#) provides for the licensing and certification of early childhood services.

(3) [Subpart 2](#) concerns the administration of licensed early childhood services.

(4) [Subpart 3](#) sets out several offence provisions.

14 Purpose of Part 2

The purpose of this Part is to regulate an early childhood education system where all children are able to participate and receive a strong foundation for learning, positive well-being, and life outcomes by—

- (a) setting standards to support quality provision and learning; and
- (b) supporting the health, safety, and well-being of children; and
- (c) enabling parental choice by providing for licensing and funding of different types of provision.

Subpart 1—Licensing and certification

Section 15- Service providers operating early childhood education and care centres must be licensed

- (1) A service provider who operates an early childhood education and care centre must be licensed in accordance with regulations made under [section 636](#).
- (2) A licensed early childhood education and care centre may be operated within the premises of a registered school, and its status as an early childhood education and care centre is not affected by the fact of its being operated within those premises.

Section 16 - Certain other service providers may be licensed

A service provider who provides a home-based education and care service or a hospital-based education and care service may, but need not, be licensed in accordance with regulations made under [section 636](#) in respect of the service.

Section 17 - Ministerial approval required for licensing application

- (1) Despite [sections 15](#) and [16](#), a person must apply to the Minister for approval to apply for a licence to operate—
 - (a) a licensed early childhood education and care centre:
 - (b) a licensed home-based education and care service:
 - (c) a licensed hospital-based education and care service.
- (2) The Minister may grant approval, but, before doing so, must take into account—
 - (a) the relevant attributes of the area to be served, including (without limitation) the demography of the area, the needs of the communities in the area, the needs of the children in the area, and the availability of services in the area with different offerings (for example, the provision of te reo Māori); and
 - (b) the suitability of the applicant and of every person involved in the governance of the proposed service, which, as a minimum, requires the Minister to determine whether each person—
 - (i) is a fit and proper person; and
 - (ii) has obtained a satisfactory Police vet for the purposes of the application; and

(c) the applicant's financial position; and

(d) the licensing history of—

(i) any other early childhood services previously or currently owned, operated, or managed by, or otherwise connected with, the applicant; and

(ii) every person involved in the governance of the proposed service.

(3) If the Minister considers this information insufficient to decide whether to grant approval, the Minister may ask the applicant to supply more information.

(4) The applicant may not apply for a licence without the Minister's approval.

(5) Approval to apply for a licence is irrelevant to the granting of a licence (as a licence may only be granted in accordance with regulations made under [section 636](#)).

(6) An approval expires 2 years after the date on which it is given; however, the Minister may, on application before the expiry, extend the expiry date if the Minister thinks fit to do so in the circumstances.

Section 18 - Persons approved to apply for licence must be fit and proper

(1) In assessing whether a person is a fit and proper person to be granted approval to apply for a licence under [section 17](#), the Minister must take into account whether the applicant—

(a) has been convicted of any offence involving harm to children, violence, or fraud:

(b) has any health conditions that may affect the applicant's ability to comply with this Act and the terms of the licence:

(c) is, or has been, subject to a property order or personal order under the Protection of Personal and Property Rights Act 1988:

(d) owes, or has owed, money to the Crown, including in respect of bodies that the applicant has been involved in managing:

(e) has been adjudicated bankrupt under the [Insolvency Act 2006](#) or the [Insolvency Act 1967](#):

(f) has been prohibited from being a director or promoter of, or being concerned or taking part in the management of,—

(i) a company under the [Companies Act 1993](#); or

(ii) any other body corporate:

(g) has, or has had, any role as a governing member of an entity or organisation that became insolvent, including being placed in liquidation, receivership, or voluntary administration:

(h) is, or has been, subject to any prohibition against acting as an employer or an officer of an employer under the [Employment Relations Act 2000](#):

(i) has had previous involvement in an early childhood service in respect of which—

- (i) an application for a licence was refused; or
- (ii) a licence was suspended or cancelled.

Section 22 - Records

The service provider of a licensed early childhood service must keep, and make available to the Secretary on request,—

- (a) a register of the children who attend or have attended the service, specifying the date of birth of each; and
- (b) a record of the attendance of children at the service; and
- (c) a record of all fees and other charges paid in respect of children’s attendance at the service; and
- (d) evidence that parents of children attending the service have regularly examined the attendance record; and
- (e) any other records that are necessary to enable the service’s performance to be monitored adequately

Section 23 - Curriculum frameworks

(1) The Minister may prescribe or change a curriculum framework for—

- (a) licensed early childhood services;
- (b) certified playgroups.

(2) The Minister may prescribe or change a curriculum framework only if the Minister has consulted with organisations that the Minister considers represent those likely to be substantially affected by the framework or change.

(3) As soon as practicable after prescribing or changing a curriculum framework, the Minister must give notice in the *Gazette*—

- (a) stating that the framework has been prescribed or changed; and
- (b) setting out the framework or change, or stating where a copy of the framework or change can be obtained.

(4) The notice may specify—

- (a) different commencement dates for different provisions of the curriculum framework or for different purposes; and
- (b) a transitional period during which service providers may elect to comply with another specified curriculum requirement.

(5) A service provider must implement any applicable curriculum framework in accordance with any regulations made under [section 636](#) or [637](#).

Section 24 - Prohibition on corporal punishment and seclusion in early childhood services

(1) A person must not—

(a) use force, by way of correction or punishment, toward a child enrolled at or attending an early childhood service; or

(b) seclude a child enrolled at or attending an early childhood service.

(2) In this section, **person** means an individual who—

(a) is employed or engaged by a service provider of an early childhood service; or

(b) is supervising or controlling a child on behalf of a service provider of an early childhood service; or

(c) owns, manages, or controls an early childhood service.

Section 25 - Police vetting in respect of early childhood services

A service provider of a licensed early childhood service must obtain Police vets of non-teaching and unregistered employees, contractors, and other adults in accordance with [Schedule 4](#).

Section 27 - Parent's right of entry

The parent of a child has a right to enter the premises of a licensed early childhood education and care centre or a licensed home-based education and care service when the child is there unless the parent—

(a) is required to comply with—

(i) a court order that prohibits access to, or contact with, the child (either generally or when attending the centre or service); or

(ii) a warning under [section 4](#) of the Trespass Act 1980 to stay off the premises; or

(b) is suffering from a contagious or infectious disease likely to have a detrimental effect on the children if passed on to them; or

(c) is, in the opinion of a person responsible for the operation of the centre or service,—

(i) under the influence of alcohol or any other substance that has a detrimental effect on the functioning or behaviour of the person; or

(ii) exhibiting behaviour that is, or is likely to be, disruptive to the effective operation of the centre or service.

Education (Early Childhood Services) Regulations 2008 Regulation 3 – Interpretation

In these regulations, unless the context otherwise requires,—

Act means the [Education and Training Act 2020](#)

Education Review Office: Handbook for Early Childhood Services

September 2020

all-day licence means a licence to operate a service that allows a child attending the service to attend for more than 4 hours (in total) on each day the service operates

centre means an early childhood education and care centre within the meaning of [section 10\(1\)](#) of the Act

children, in relation to an early childhood service, means the children attending or participating in the service; and **child** has a corresponding meaning

contact person means a person, nominated by a service provider to represent its management, who—

- (a) is able to respond to the Secretary as soon as practicable on any issue relating to licensing; and
- (b) has authority to act on behalf of the service provider when dealing with the Secretary; and
- (c) resides locally

early childhood service has the same meaning as in [section 10\(1\)](#) of the Act

educator, in relation to a licensed home-based education and care service, means the person who—

- (a) provides education and care and comfort directly to children in his or her care; and
- (b) attends to the health and safety of those children

licence means a licence granted under these regulations

licensed early childhood service has the same meaning as in [section 10\(1\)](#) of the Act

licensed home-based education and care service has the same meaning as in [section 10\(1\)](#) of the Act

licensed hospital-based education and care service has the same meaning as in [section 10\(1\)](#) of the Act

licensed service provider means the holder of a licence; and, in relation to a licensed early childhood service, means the holder of a licence in relation to that service

early childhood service has the same meaning as in [section 10\(1\)](#) of the Act

educator, in relation to a licensed home-based education and care service, means the person who—

- (a) provides education and care and comfort directly to children in his or her care; and
- (b) attends to the health and safety of those children

person responsible means,—

- (c) in relation to a licensed home-based education and care service, the co-ordinator who has primary responsibility for—
 - (i) overseeing the education and care, comfort, and health and safety of the children; and
 - (ii) without limiting subparagraph (i), providing professional leadership and support to educators within the service

recognised qualification means,—

(a) in relation to a licensed service that is teacher led and the requirement under [regulation 44\(1\)\(a\)](#) and item 1 of [Schedule 1](#) that a person responsible for a licensed service must hold a recognised qualification,—

(i) for a person responsible at a licensed centre that is teacher led, a primary or early childhood teaching qualification recognised by the Teaching Council of Aotearoa New Zealand for registration purposes:

(ii) for a person responsible at a licensed hospital-based education and care service, an early childhood teaching qualification recognised by the Teaching Council of Aotearoa New Zealand for registration purposes:

(iii) for a person responsible at a licensed home-based education and care service, an early childhood teaching qualification recognised by the Teaching Council of Aotearoa New Zealand for registration purposes:

(ab) in relation to a licensed service recognised as a teacher led service (as defined in [regulation 44\(4\)](#)) and the requirement under [regulation 44\(1\)\(a\)](#) and item 2 of [Schedule 1](#) that 50% of required staff must hold a recognised qualification, an early childhood teaching qualification recognised by the Teaching Council of Aotearoa New Zealand for registration purposes:

(b) in relation to any other licensed service or any other licensed service of a kind specified by the Secretary, a qualification held by an adult providing education and care as part of that service which is recognised by the Secretary as a qualification for this purpose by notice in the *Gazette*

service provider has the same meaning as in [section 10\(1\)](#) of the Act

Licensing

- 5 [Applications for licences](#)
- 6 [What details must be included in applications](#)
- 7 [Applicant must make statutory declaration](#)
- 8 [Fit and proper persons](#)

Regulation 26- Additional requirements relating to licences for centre

(1) Every licence for a centre must state—

(a) whether the licence authorises the provision of education and care that is teacher led or parent led or a mixture of both:

(b) whether it is an all-day licence, sessional licence, or mixed licence:

(c) the premises for which the licence is granted:

(d) the maximum number of children who may attend the centre at any one time, which may not exceed—

Education Review Office: Handbook for Early Childhood Services

September 2020

- (i) 150, if all the children who may attend the centre at any one time are 2 years or over:
 - (ii) 25, if all the children who may attend the centre at any one time are under 2 years, unless a higher maximum number (not exceeding 75) is authorised by the Secretary under [regulation 22A\(3\)](#):
 - (iii) 50, if children of mixed ages may attend the centre at any one time, unless a higher maximum number (not exceeding 150) is authorised by the Secretary under [regulation 23\(3\)](#):
- (e) that—
- (i) no children under 2 years may attend the centre; or
 - (ii) no children 2 years or over may attend the centre; or
 - (iii) children of mixed ages may attend the centre:
- (f) the hours and days the service is authorised to be provided.
- (2) Every licence for a centre relates only to the licensed service provider named in the licence and to the premises for which it has been issued.
- (3) Nothing in subclause (1)(d) and (e) limits or affects the power of the Secretary to attach to a licence (under [regulation 22\(5\)](#)) conditions relating to the maximum numbers of children or of children of particular ages who may attend a centre at any one time.
- (4) The service provider for a centre must ensure that at all times the numbers and ages of children comply with—
- (a) the maximum numbers stated in the centre’s licence under subclause (1)(d) and (e); and
 - (b) any relevant special conditions attached to the licence under [regulation 22\(5\)](#).

Regulation 29 - Effect of licence

- (1) The holder of a licence issued under these regulations is the service provider (whether or not the application is made by the service provider in person or another person or persons on behalf of the service provider).
- (2) A licence to operate a centre or to provide hospital-based education and care is a licence that applies in respect of the premises or hospital identified in the licence.
- (3) A licence to provide home-based education and care—
 - (a) must authorise the provision of education and care at 1 or more premises; but
 - (b) need not identify any particular premises at which the education and care is to be provided

Regulation 45 - Premises and facilities standard: general

- (1) The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies—
 - (a) to use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for

food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support—

(i) appropriate curriculum implementation by the service provider; and

(ii) safe and healthy practices by the service provider; and

(b) to comply with the requirements of [Schedule 4](#) (which relates to activity spaces).

(2) Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general.

Regulation 46 - Health and safety practices standard: general

(1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to—

(a) take all reasonable steps to promote the good health and safety of children enrolled in the service; and

(b) take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and

(c) take all reasonable steps to ensure that the premises, facilities, and other equipment on those premises are—

(i) kept in good repair; and

(ii) maintained regularly; and

(iii) used safely and kept free from hazards; and

(d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.

(2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general.

Regulation 47- Governance, management, and administration standard: general

(1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—

(aa) the service has regard to any statement of National Education and Learning Priorities; and

(a) the service is effectively governed and is managed in accordance with good management practices; and

(b) the service provider regularly collaborates with—

(i) parents and family or whānau of children enrolled in the service; and

(ii) the adults responsible for providing education and care as part of the service; and

(c) appropriate documentation and records are—

Education Review Office: Handbook for Early Childhood Services

September 2020

- (i) developed, maintained, and regularly reviewed; and
 - (ii) made available where appropriate—
 - (A) at any reasonable time on request by a parent of a child enrolled in the service; and
 - (B) at any time on request by any person exercising powers or carrying out functions under [Part 2](#) of the Act; and
 - (d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and
 - (e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.
- (2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

Regulation 54 - Miscellaneous variations to operation of minimum standards

- (1) A licensed hospital-based education and care service is,—
- (a) in relation to any matter covered by requirements in the [Health and Disability Services \(Safety\) Act 2001](#) (the **HDSS Act**) or standards made under or referred to in that Act that are also covered by the requirements of standards imposed by these regulations, deemed to comply with the standards imposed by these regulations if the service complies with—
 - (i) the requirements of the HDSS Act; and
 - (ii) any standards made under or referred to in that Act; but
 - (b) required to comply with standards imposed by these regulations to the extent that they deal with matters not covered in the HDSS Act and any standards made under or referred to in that Act.
- (2) The Secretary may direct a service provider to staff a service otherwise than in accordance with [regulation 44\(1\)\(b\)](#) and [Schedule 2](#) by increasing the level or kind of staffing required beyond that required by Schedule 2 if the Secretary considers it necessary to do so, having regard to—
- (a) the needs and ages of the children; and
 - (b) the design and construction of the premises where the service operates.
- (3) The Secretary may direct that the outdoor area requirements that apply to a centre under [regulation 45\(1\)\(b\)](#) and [Schedule 4](#) be relaxed in a manner and to an extent specified by the Secretary, or dispensed with, if no child attends the centre for more than 2 hours on any one day.
- (4) The service provider of a licensed home-based education and care service must ensure that—
- (a) no more than 2 children aged under 2 years receive education and care, as part of the service, in the same home at the same time, unless they are siblings; and
 - (b) if more than 3 siblings aged under 2 years are receiving education and care, in the same home at the same time, there are 2 educators present.

Education Review Office: Handbook for Early Childhood Services

September 2020

(5) If there is any inconsistency between this regulation and any of [regulations 41 to 47](#), this regulation prevails.

Regulation 56 - Ill-treatment of children

(1) In order to ensure that the standards set out in this Part are complied with, the service provider of a licensed service and any educator who provides education and care for a licensed home-based education and care service must comply with subclause (2) if the service provider or educator has reasonable grounds to believe that a person employed or engaged in the service, or any other person,—

(a) has physically ill-treated or abused a child or committed a crime against children; or

(b) in guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection.

(2) The service provider and the educator must ensure that—

(a) the person is excluded from coming into contact with the children participating in the service or, as the case requires, the children being educated by the educator; and

(b) if satisfied that it is necessary to do so to ensure that no child is ill-treated, ensure that the person is excluded from the service and does not enter or remain in any premises where the service is provided while it is being provided, or as the case requires, is excluded from the home and does not enter it or remain in it while the educator is providing education and care.

Regulation 57 - Health and safety of children

(1) In order to ensure that the standards set out in this Part are complied with, the service provider of a licensed service and any educator who provides education and care for a licensed home-based education and care service must comply with subclause (2), if the service provider or educator has reasonable grounds to believe that a person employed or engaged in the service, or any other person,—

(a) is in a state of physical or mental health that presents any risk of danger to children; or

(b) has an infectious or contagious disease or condition.

(2) The service provider and the educator must ensure that—

(a) the person is excluded from coming into contact with the children participating in the service or, as the case requires, the children being educated by the educator; and

(b) if satisfied that it is necessary to do so to ensure that no child becomes ill, ensure that the person is excluded from the service and does not enter or remain in any premises where the service is provided while it is being provided or, as the case requires, is excluded from the home and does not enter it or remain in it while the educator is providing education and care.

(3) This regulation does not apply in respect of a licensed hospital-based education and care service to which the [Health and Disability Services \(Safety\) Act 2001](#) applies.

Regulation 58 - Collection of children from centres and home-based education and care services

(1) The service provider of a centre must ensure that no child leaves the centre with any person, unless the person—

(a) has the role of providing day-to-day care for the child; or

(b) is authorised in writing to take the child by a person who has the role of providing day-to-day care for the child.

(2) The service provider of a home-based education and care service must ensure that no child leaves the care of the educator with any person, unless the person—

(a) has the role of providing day-to-day care for the child; or

Children’s Act 2014 – refer H4 of Handbook

Food safety for ECE services – refer H5 of Handbook

H2 CURRICULUM FRAMEWORK

education (early childhood education curriculum framework) notice 2008¹

Pursuant to section 314 of the Education Act 1989 (as amended by the Education Amendment Act 2006), the Minister of Education gives the following notice:

1 Title and commencement –

This notice may be cited as the Education (Early Childhood Education Curriculum Framework) Notice 2008.

This notice shall come into force on 1 December 2008.

2 Early Childhood Education Curriculum Framework (‘Curriculum Framework’) as set out in clause 6 of this notice is the Curriculum Framework prescribed for all licensed early childhood education and care services and certificated playgroups in accordance with section 314 of the Education Act 1989.

3 Every service provider for a licensed early childhood education and care service or certificated playgroup must implement the Curriculum Framework in accordance with the requirements (if any) prescribed in regulations made under Part 26 of the Education Act 1989.

4 Licensed early childhood education and care services and certificated playgroups must implement the Principles and the Strands, and can opt to use either the English or the te reo Māori versions set out in Part A or Part B of clause 6, or both. Kōhanga reo affiliated with Te Kōhanga Reo National Trust must implement Part C of clause 6.

5 The purpose of the Curriculum Framework is to provide the basis and context underpinning specific curriculum regulatory requirements in the Education (Early Childhood Services) Regulations

¹ NZ Gazette 4 September 2008, No 136, page 3617.

2008 or the Education (Playgroups) Regulations 2008 relating to the standards of education and care and to the associated curriculum criteria.

6 The Curriculum Framework [see next page]:

Early Childhood Education Curriculum Framework		
PART A	PART B	PART C
The Principles	Ngā Kaupapa Whakahaere	Ngā Kaupapa Whakahaere mō te kōhanga reo
Empowerment Early childhood curriculum empowers the child to learn and grow	Whakamana Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu	Whakamana Mā te whāriki o Te Kōhanga Reo e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu.
Holistic Development Early childhood curriculum reflects the holistic way children learn and grow	Kotahitanga Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna	Kotahitanga Mā te whāriki o Te Kōhanga Reo e whakaāta te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.
Family and Community The wider world of family and community is an integral part of early childhood curriculum	Whānau Tangata Me whiri mai te whānau, te hapū, te iwi, me tauwiwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna	Whānau – Tangata Me whiri mai te whānau, te hapū, te iwi, me tauwiwi, me o rātou wāhi nohonga ki roto i te whāriki o te kōhanga reo, hei awhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna
Relationships Children learn through responsive and reciprocal relationships with people, places and things	Ngā Hononga Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i	Ngā Honotanga Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i

	te mokopuna ki te ako	te mokopuna ki te ako.
The Strands	Ngā Taumata Whakahirahira	Ngā Taumata Whakahirahira o te kōhanga reo
Well-being The health and well-being of the child are protected and nurtured	Mana Atua Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga	Mana Atua Kia mōhio ki te: Whakapono, wairua, Aroha, manaaki, whakakoakoa, whakahirahira

<p>Belonging</p> <p>Children and their families feel a sense of belonging</p>	<p>Mana Whenua</p> <p>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata</p>	<p>Mana Whenua</p> <p>Kia mōhio ki ōna tūrangawaewae, ki ōna marae, ki ngā pepeha o ōna iwi</p> <p>Kia mōhio ki te mana o ngā awa, whenua, o ngā maunga.</p> <p>Kia mōhio ki te manaaki, ki te tiaki i te whenua</p>
<p>Contribution</p> <p>Opportunities for learning are equitable and each child's contribution is valued.</p>	<p>Mana Tangata</p> <p>Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao</p>	<p>Mana Tangata</p> <p>Kia mohio ki ōna whakapapa, ki te pātahi o te whānau, ki ōna hoa, whānau whānui.</p> <p>Kia mōhio ki ōna kaumātua</p> <p>Kia mōhio ki a Ranginui raua ko Papatūanuku</p>
<p>Communication</p> <p>The languages and symbols of children's own and other cultures are promoted and protected</p>	<p>Mana Reo</p> <p>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui</p>	<p>Mana Reo</p> <p>Kia mōhio i te rangatiratanga, i te tapu me te noa o tōna ake reo</p> <p>Kia matatau te tamaiti ki te whakahua i te kupu</p> <p>Kia mōhio ki tōna ao, te ao Māori</p>
<p>Exploration</p> <p>The child learns through active exploration of the environment</p>	<p>Mana Aotūroa</p> <p>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao</p>	<p>Mana Aotūroa</p> <p>Kia mōhio he wairua o ngā mea katoa</p> <p>Te whenua</p> <p>Te moana</p> <p>Te Ao whānui</p> <p>Ngā whetu, te hau, ngā</p>

Te reo Māori version	
Part B	Translation
Ngā Kaupapa Whakahaere	The Operating Principles
<p>Whakamana</p> <p>Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.</p>	<p>Empowerment</p> <p>The early childhood curriculum will instil in the child the ability to learn, so that he/she grows strongly.</p>
<p>Kotahitanga</p> <p>Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna</p>	<p>Unity</p> <p>The early childhood curriculum will reflect that all aspects of the child's learning and growing are unified</p>
<p>Whānau Tangata</p> <p>Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna</p>	<p>Human Family</p> <p>The family, the sub-tribe, the tribe, non-Māori, and the communities they live in must be woven into the early childhood curriculum, to assist and support the learning and development of the child</p>
<p>Ngā Hononga</p> <p>Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako</p>	<p>Relationships</p> <p>Through close connections and other relationships between the child and all others, the child will have instilled in him/her the ability to learn</p>
Ngā Taumata Whakahirahira	The Important Levels
Mana Atua	Spirituality

<p>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga</p>	<p>This is the development of the overall well-being of the child, along with their sense of self and spirituality</p>
<p>Mana Whenua</p> <p>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata</p>	<p>Belonging (to the land)</p> <p>This is the development of a sense of self, of belonging to the land ('having a place to stand'), and indigenouness</p>
<p>Mana Tangata</p> <p>Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao</p>	<p>Personal Strength</p> <p>This is the development of self-esteem in the child, so that he/she can confidently care for and contribute to the world.</p>

<p>Mana Reo</p> <p>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui</p>	<p>Language Status</p> <p>This is the development of language. Out of this will grow personal strength and general well-being</p>
<p>Mana Aotūroa</p> <p>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao</p>	<p>Place of the Natural World</p> <p>This is the development of exploration and all forms of knowledge about the natural world and the environment</p>

H3 LICENSING CRITERIA FOR EARLY CHILDHOOD EDUCATION AND CARE CENTRES 2008

SOURCE: Licensing Criteria for Early Childhood Education and Care Services 2008 [Ministry of Education publication]²

PURSUANT to regulation 41 of the Education (Early Childhood Services) Regulations 2008, the Minister of Education prescribes the following criteria.

- 1 **Title and commencement** – these criteria may be cited as the Licensing Criteria for Early Childhood Education and Care Centres 2008.

These criteria come into force on 1 December 2008. Since then, there have been 3 sets of amendments. These took place on 28 August 2009, 21 July 2011 and 21 May 2015, 26 February 2016 and 27 May 2016

- 2 **Application** – these criteria apply to all early childhood education and care centres (centre-based ECE services) as defined in Section 310 of the Education Act 1989, EXCEPT for centres operating under Limited Attendance Conditions, and Kōhanga Reo affiliated with Te Kōhanga Reo National Trust.

- 3 Explanatory information – in these criteria:

- (a) a copy of the minimum standard in each regulation is set out, followed by the criteria against which compliance will be assessed;
- (b) any specific documentation requirements to demonstrate compliance with a criterion are set out below the relevant criterion;
- (c) a hash symbol (#) indicates a requirement upon which a service provider may be required under regulation 55 to obtain a report from a Public Health Unit; and
- (d) a sun symbol (☼) indicates a requirement that may be located outside the premises (as defined in the interpretations section, clause 4(j)), if services can demonstrate they have adequate access to the required facilities. Adequate access in this context means that the facility:
 - i) can perform its function to the same level as if it were located on the premises;
 - ii) can be used by the service whenever they require it;
 - iii) is located close enough to the premises to ensure that people who need to use it can do so without difficulty, taking into account distance and comfort (such as not getting wet in bad weather); and
 - iv) if it is to be used by children, may be used by them in a manner that ensures their safety, supervision, and dignity can be assured.

² [Licensing Criteria for Centre Based Education and Care Services 2008](#)

- 4 **Interpretation** – for the purpose of these criteria, unless the context indicates otherwise:
- (a) **adults providing education and care** means kaiako, teachers, supervisors, parent helpers, kaiawhina, fa’iaoga, or other adults who have a designated role of providing education and care to children at a service and are included in required adult:child ratios;
 - (b) **assessment** means the process of noticing children’s learning, recognising its significance, and responding in ways that foster further learning. It includes documenting some, but not necessarily all, of what and how children are learning in order to inform teaching, and make learning visible;
 - (c) **culture** means the understandings, patterns of behaviour, practices, and values shared by a group of people;
 - (d) excursion means –
 - i. being outside the licensed premises whilst receiving education and care from the service; but
 - ii. does not include an excursion for the purposes of emergency evacuations, drills or the receipt of urgent medical attention.
 - iii. regular excursion means – excursions that parents have agreed to at the time of their child’s enrolment, that are part of an ongoing planned and consistent routine of education and care.
 - iv. Special excursion means – excursions that parents have agreed to prior to the excursion taking place, that are not a regular excursion
 - (e) **existing service** means an early childhood service deemed to have been issued a licence under section 319K(1) of the Education Act 1989 at 1 December 2008;
 - (f) **medicine** means any substance used for a therapeutic purpose and includes prescription and non prescription preparations having the meaning assigned to these under Appendix 3;
 - (g) **parent** means –
 - i. the person (or people) responsible for having the role of providing day to day care for the child; and
 - ii. may include a biological or adoptive parent, step parent, partner of a parent of a child, legal guardian or member of the child’s family, whānau or other culturally recognised family group.

- (h) **philosophy** means a statement that –
- i. outlines the fundamental beliefs, values, and ideals that are important to the people involved in the service – management, adults providing education and care, parents, families/whānau, and perhaps the wider community;
 - ii. identifies what is special about the service; and
 - iii. is intended to be the basis for decisions about the way the service is managed and about its direction in the future;
- (i) **policy** means a statement intended to influence and determine decisions, actions, and other matters;
- (j) **premises** means the land and buildings (or parts of buildings) intended for the exclusive use as a licensed early childhood education and care centre during hours of operation;
- (k) **procedure** means a particular and established way of doing something;
- (l) **process** means a goal-directed, interrelated series of actions, events, procedures, or steps;
- (m) **records** means information or data on a particular subject collected and preserved;
- (n) **regulation** means a regulation under the Education (Early Childhood Services) Regulations 2008;
- (o) **required adult:child ratio** means the adult:child ratio with which the service provider is required to comply under regulation 44(1)(b) or any direction by the Secretary under regulation 54(2);
- (p) **service** means an early childhood education and care centre;
- (q) **service curriculum** means all of the experiences, interactions, activities and events – both direct and indirect, planned and spontaneous – that happen at the service. Teaching practices including planning, assessment, and evaluation form part of the service curriculum; and
- (r) **service provider** means the body, agency, or person who or that operates the early childhood education and care centre.
- (s) **specified agency** means any government agency or statutory body that an early childhood education and care service is required to notify if there is a serious (or as defined) injury, illness, incident or allegation. This may include but is not limited to: the New Zealand Police; the Ministry of Health; Child, Youth and Family; WorkSafe New Zealand; and the Education Council.

5 Purpose of criteria

- (1) The criteria are to be used by the Secretary of Education to assess compliance with the minimum standards set out under regulations 43 and 45 to 47 of the Education (Early Childhood Services) Regulations 2008.

(2) Regulations 43 and 45 to 47 impose minimum standards that each licensed service provider is required to comply with, and are set out in these criteria so that readers can see how the regulations and criteria fit together.

CURRICULUM

Regulation 43 – Curriculum standard: general

1. The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
 - (a) Plan, implement, and evaluate a curriculum that is designed to enhance children’s learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that
 - (i) Responds to the learning interests, strengths, and capabilities of enrolled children; and
 - (ii) Provides a positive learning environment for those children; and
 - (iii) Reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and
 - (iv) Encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and
 - (v) Acknowledges and reflects the unique place of Māori as tangata whenua; and
 - (vi) Respects and acknowledges the aspirations of parents, family and whānau; and
 - (b) Make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children; and
 - (c) Obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to—
 - (i) Support the learning and development of enrolled children; and
 - (ii) Work effectively with parents and, where appropriate, family or whānau.
2. Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general.

6 Criteria to assess Curriculum standard

Professional practice

- C1** The service curriculum is consistent with any prescribed curriculum framework that applies to the service.
- C2** The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children’s learning, their interests, whānau, and life contexts.
- C3** Adults providing education and care engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships.

C4 The practices of adults providing education and care demonstrate an understanding of children’s learning and development, and knowledge of relevant theories and practice in early childhood education.

Culture and identity

C5 The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.

C6 The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.

Children as learners

C7 The service curriculum is inclusive, and responsive to children as confident and competent learners. Children’s preferences are respected, and they are involved in decisions about their learning experiences.

C8 The service curriculum provides a language-rich environment that supports children’s learning.

C9 The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually, and in groups.

C10 The service curriculum supports children’s developing social competence and understanding of appropriate behaviour.

Working with others

C11 Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.

C12 Regular opportunities (formal and informal) are provided for parents to:

- communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and
- be involved in decision-making concerning their child’s learning.

C13 Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents.

Documentation required

Documentation that provides evidence of the service’s compliance with criteria C1 – C13.

Documentation may take a variety of forms to suit the service’s operation (such as portfolios, wall displays, policies and procedures) but must include:

1. A process for providing positive guidance to encourage social competence in children (C10);

Education Review Office: Handbook for Early Childhood Services

September 2020

2. A process for providing formal and informal opportunities for parents to:

- communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and
- be involved in decision-making concerning their child's learning (C12); and

3. A record of information and guidance sought from agencies and/or services (C13).

PREMISES AND FACILITIES

Regulation 45 – Premises and facilities standard: general

1. The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies—
 - (a) To use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support—
 - (i) Appropriate curriculum implementation by the service provider; and
 - (ii) Safe and healthy practices by the service provider; and
 - (b) To comply with the requirements of Schedule 4 (which relates to activity spaces).
2. Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general.

7 Criteria to assess premises and facilities standard

General

PF1 The design and layout of the premises:

- support the provision of different types of indoor and outdoor experiences; and
- include quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages, and abilities of children attending.

PF2 The design and layout of the premises support effective adult supervision so that children's access to the licensed space (indoor and outdoor) is not unnecessarily limited.

PF3 The premises conform to any relevant bylaws of the local authority and the Building Act 2004.

Documentation required:

1. Code Compliance Certificate issued under Section 95 of the Building Act 2004 for any building work undertaken, or alternatively any other documentation that shows evidence of compliance.
2. Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under Section 100 of the Building Act 2004).

PF4 A sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children attending.

PF5 All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.

PF6 Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean.

PF7 Any windows or other areas of glass accessible to children are either:

- made of safety glass; or
- covered by an adhesive film designed to hold the glass in place in the event of it being broken; or
- effectively guarded by barriers which prevent a child striking or falling against the glass.

PF8 There are sufficient spaces for equipment and material to be stored safely. Stored equipment and materials can be easily and safely accessed by adults, and where practicable, by children.

PF9 There is space for adults working at the service to:

- use for planned breaks;
- meet privately with parents and colleagues;
- store curriculum support materials; and
- assess, plan, and evaluate.

PF10 There are facilities (other than those required for PF26) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.

PF11 There is a telephone on which calls can be made to and from the service.

PF12 Parts of the building or buildings used by children have:

- lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;
- ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas);
- a safe and effective means of maintaining a room temperature of no lower than 16°C; and
- acoustic absorption materials if necessary to reduce noise levels that may negatively affect children's learning or wellbeing.

PF13 Outdoor activity space is:

- connected to the indoor activity space and can be easily and safely accessed by children;
- safe, well-drained, and suitably surfaced for a variety of activities;
- enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without the knowledge of adults providing education and care;

- not unduly restricted by Resource Consent conditions with regards to its use by the service to provide for outdoor experiences; and
- available for the exclusive use of the service during hours of operation.

PF14 APPLIES ONLY TO SERVICES LICENSED FOR UNDER 2 YEAR OLDS:

There are safe and comfortable (indoor and outdoor) spaces for infants, toddlers or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children.

Food preparation and eating spaces

PF15 There is a safe and hygienic place for children attending to sit when eating.

PF16 There are facilities for the hygienic preparation, storage and/or serving of food and drink that contain:

- a means of keeping perishable food at a temperature at or below 4°C and protected from vermin and insects;
- a means of cooking and/or heating food;
- a means of hygienically washing dishes;
- a sink connected to a hot water supply;
- storage; and
- food preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition.

PF17 Kitchen and cooking facilities or appliances are designed, located, or fitted with safety devices to ensure that children cannot access them without adult assistance or supervision.

Toilet and handwashing facilities

PF18 There is at least 1 toilet for every 1-15 persons. Persons are defined as children aged two and older and teaching staff that count towards the required adult:child ratio.

PF19 There is at least 1 tap delivering warm water (over an individual or shared handbasin) for every 15 persons (or part thereof) at the service (that is to say, children attending and adults counting towards the required adult:child ratio).

PF20 Toilet and associated handwashing/drying facilities intended for use by children are:

- designed and located to allow children capable of independent toileting to access them safely without adult help; and
- adequately separated from areas of the service used for play or food preparation to prevent the spread of infection.

PF21 There is means of drying hands for children and adults that prevents the spread of infection.

PF22 At least one of the toilets for use by children is designed to provide them with some sense of privacy.

PF23 There is a toilet suitable for adults to use.

Other sanitary facilities

PF24 A tempering valve or other accurate means of limiting hot water temperature is installed for the requirements of criterion HS13 to be met.

PF25 There are safe and stable nappy changing facilities that can be kept hygienically clean. These facilities are located in a designated area near to handwashing facilities, and are adequately separated from areas of the service used for play or food preparation to prevent the spread of infection. The design, construction, and location of the facilities ensure that:

- they are safe and appropriate for the age/weight and number of children needing to use them;
- children's independence can be fostered as appropriate;
- children's dignity and right to privacy is respected;
- some visibility from another area of the service is possible.

PF26 There are suitable facilities provided for washing sick or soiled children and a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children.

Documentation required

A procedure outlining how the service will ensure hygiene and infection control outcomes are met when washing sick or soiled children.

PF27 There is space (away from where food is stored, prepared, or eaten) where a sick child can:

- be temporarily kept at a safe distance from other children (to prevent cross-infection);
- lie down comfortably; and
- be supervised.

PF28 There is a first aid kit that:

- complies with the requirements of Appendix 1; and
- is easily recognisable and readily accessible to adults; and
- is inaccessible to children.

Sleep

PF29 # Furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are of a size that allows children using them to lie flat, and are of a design to ensure their safety.

PF30 # Furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) that will be used by more than one child over time are securely covered with or made of a non-porous material (that is, a material that does not allow liquid to pass through it) that:

- protects them from becoming soiled;
- allows for easy cleaning (or is disposable); and
- does not present a suffocation hazard to children.

PF31 Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowslips) is provided for sleeping or resting children that is sufficient to keep them warm.

PF32 SESSIONAL SERVICES ONLY: A safe and comfortable place to sleep (such as a bed, stretcher, mattress, or couch) is available for children aged two and older that require sleep or rest during a session.

PF33 ALL-DAY SERVICES ONLY: Space is available for children aged two and older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activity spaces for children not sleeping or resting as necessary.

PF34 ALL-DAY SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are available for the sleep or rest of children aged two and older.

PF35 SESSIONAL SERVICES ONLY: A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. This space is located and designed to:

- minimise fluctuations in temperature, noise and lighting levels;
- allow adequate supervision; and
- accommodate at least the requirements of criterion PF36, when arranged in accordance with criterion HS10.

PF36 SESSIONAL SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are provided at a ratio of at least one to every 5 children under the age of two.

PF37 ALL-DAY SERVICES ONLY: A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. This space is located and designed to:

- minimise fluctuations in temperature, noise and lighting levels;
- allow adequate supervision; and
- accommodate at least the requirements of criterion PF38, when arranged in accordance with criterion HS10.

PF38 ALL-DAY SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are provided at a ratio of at least one to every 2 children under the age of two.

HEALTH AND SAFETY

Regulation 46 – Health and safety practices standard: general

- (1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
 - (a) Take all reasonable steps to promote the good health and safety of children enrolled in the service; and
 - (b) Take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and
 - (c) Take all reasonable precautions to ensure that the premises, facilities, and other equipment on those premises are—
 - (i) kept in good repair; and
 - (ii) maintained regularly; and
 - (iii) used safely and kept free from hazards; and
 - (d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.
- (2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general.

8 Criteria to assess health and safety practices standard

Hygiene

HS1 # Premises, furniture, furnishings, fittings, equipment, and materials are kept safe, hygienic, and maintained in good condition.

HS2 # Linen used by children or adults is hygienically laundered.

Documentation required

A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults.

HS3 # A procedure for the changing (and disposal, if appropriate) of nappies is displayed near the nappy changing facilities and consistently implemented.

Documentation required

A procedure for the changing (and disposal, if appropriate) of nappies.

The procedure aims to ensure:

- safe and hygienic practices; and
- that children are treated with dignity and respect.

Emergencies

HS4 The premises are located in a building that has a current Fire Evacuation Scheme approved by the New Zealand Fire Service.

Documentation required:

A current Fire Evacuation Scheme approved by the New Zealand Fire Service.

HS5 Designated assembly areas for evacuation purposes do not unnecessarily place children at further risk.

HS6 Heavy furniture, fixtures, and equipment that could fall or topple and cause serious injury or damage are secured.

HS7 There are a written emergency plan and supplies to ensure the care and safety of children and adults at the service. The plan must include evacuation procedures for the service's premises, which apply in a variety of emergency situations and which are consistent with the Fire Evacuation Scheme for the building.

Documentation required:

A written emergency plan that includes at least:

- An evacuation procedure for the premises.
- A list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service and details of how these will be maintained and accessed in an emergency.
- Details of the roles and responsibilities that will apply during an emergency situation.
- A communication plan for families and support services.
- Evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required.

HS8 Adults providing education and care are familiar with relevant emergency drills and regularly carry these out with the children on an at least three-monthly basis.

Documentation required:

A record of the emergency drills carried out and evidence of how evaluation of the drills has informed the annual review of the service's emergency plan.

Sleep

HS9 A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept.

Documentation required:

1. A procedure for monitoring children's sleep.

The procedure ensures that children:

- do not have access to food or liquids while in bed; and
- are checked for warmth, breathing, and general well-being at least every 5-10 minutes, or more frequently according to individual needs.

2. A record of the time each child attending the service sleeps, and checks made by adults during that time.

HS10# Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are arranged and spaced when in use so that:

- adults have clear access to at least one side (meaning the length, not the width);
- the area surrounding each child allows sufficient air movement to minimise the risk of spreading illness; and
- children able to sit or stand can do so safely as they wake.

HS11# If not permanently set up, furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) and bedding is hygienically stored when not in use.

Hazards and Excursions

HS12 Equipment, premises, and facilities are checked on every day of operation for hazards to children.

Accident/incident records are analysed to identify hazards and appropriate action is taken. Hazards to the safety of children are eliminated, isolated or minimised.

Consideration of hazards must include but is not limited to:

- cleaning agents, medicines, poisons, and other hazardous materials;
- electrical sockets and appliances (particularly heaters);
- hazards present in kitchen or laundry facilities;
- vandalism, dangerous objects, and foreign materials (e.g. broken glass, animal droppings);
- the condition and placement of learning, play and other equipment;
- windows and other areas of glass;
- poisonous plants; and
- bodies of water.

Documentation required:

A documented risk management system.

HS13 # The temperature of warm water delivered from taps that are accessible to children is no higher than 40°C, and comfortable for children at the centre to use.

HS14 # Water stored in any hot water cylinder is kept at a temperature of at least 60°C.

HS15 # All practicable steps are taken to ensure that noise levels do not unduly interfere with normal speech and/or communication, or cause any child attending distress or harm.

HS16 # Safe and hygienic handling practices are implemented with regard to any animals at the service. All animals are able to be restrained.

HS17 Whenever children leave the premises on an excursion:

- assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio;
- the first aid requirements in criterion HS25 are met in relation to those children and any children remaining at the premises;
- parents/caregivers have given prior written approval of their child's participation and of the proposed ratio for
 - i. regular excursions at the time of enrolment; and
 - ii. special excursions prior to the excursion taking place; and
- there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary.

When children leave the premises on a regular or special excursion, the excursion must be approved by the Person Responsible.

Documentation required:

A record of excursions that includes:

- the names of adults and children involved;
- the time and date of the excursion;
- the location and method of travel;
- assessment and management of risk;
- adult:child ratios;
- evidence of parental permission and approval of adult:child ratios for regular excursions;
- evidence of parental permission and approval of adult:child ratios for special excursions; and
 - the signature of the Person Responsible giving approval for the excursion to take place.

HS18 If children travel in a motor vehicle while in the care of the service:

- each child is restrained as required by Land Transport legislation;
- required adult: child ratios are maintained; and
- the written permission of a parent of the child is obtained before the travel begins (unless the child is traveling with their parent).

Documentation required:

Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for criterion HS17. However, services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.

Food and drink

HS19 Food is served at appropriate times to meet the nutritional needs of each child while they are attending. Where food is provided by the service, it is of sufficient variety, quantity, and quality to meet these needs. Where food is provided by parents, the service encourages and promotes healthy eating guidelines.

Documentation required

A record of all food served during the service's hours of operation (other than that provided by parents for their own children). Records show the type of food provided, and are available for inspection for 3 months after the food is served.

HS20 #Food is prepared, served, and stored hygienically.

HS21 #An ample supply of water that is fit to drink is available to children at all times, and older children are able to access this water independently.

HS22 Children are supervised while eating.

HS23 APPLIES ONLY TO SERVICES LICENSED FOR UNDER 2 YEAR OLDS: Infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk food given to a child under the age of 12 months is of a type approved by the child's parent.

Child health and wellbeing

HS24 # Rooms used by children are kept at a comfortable temperature no lower than 16°C (at 500mm above the floor) while children are attending.

HS25 There is an adult present at all times for every 50 children attending (or part thereof) that:

- holds a current first aid qualification gained from a New Zealand Qualifications Authority accredited first aid training provider; or
- is a registered medical practitioner or nurse with a current practising certificate; or
- is a qualified ambulance officer or paramedic.

If a child is injured, any required first aid is administered or supervised by an adult meeting these qualification requirements.

Documentation required:

Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.

HS26#All practicable steps are taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from a disease or condition likely to be passed on to children and likely to have a detrimental effect on them.

Specifically:

- the action specified in Appendix 2 is taken for any person (adult or child) suffering from particular infectious diseases; and
- children who become unwell while attending the service are kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay.

HS27 All practicable steps are taken to get immediate medical assistance for a child who is seriously injured or becomes seriously ill, and to notify a parent of what has happened.

Documentation required:

- 1 A record of all injuries, illnesses and incidents that occur at the service.

Education Review Office: Handbook for Early Childhood Services

September 2020

Records include:

- the child's name;
- the date, time, and description of the injury, incident or illness;
- actions taken and by whom; and
- evidence that the parents have been informed.

2 A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required.

HS28 Medicine (prescription and non-prescription) is not given to a child unless it is given:

- by a doctor or ambulance personnel in an emergency; or
- by the parent of the child; or
- with the written authority (appropriate to the category of medicine) of a parent.

Medicines are stored safely and appropriately, and are disposed of, or sent home with a parent (if supplied in relation to a specific child) after the specified time.

Documentation required:

1. A record of the written authority from parents for the administration of medicine in accordance with the requirement for the category of medicine outlined in Appendix 3.
2. A record of all medicine (prescription and non-prescription) given to children attending the service. Records include:
 - name of the child;
 - name and amount of medicine given;
 - date and time medicine was administered and by whom; and
 - evidence of parental acknowledgement.**HS29** Adults who administer medicine to children (other than their own) are provided with information and/or training relevant to the task.

Documentation required:

A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the service

HS30 Children are washed when they are soiled or pose a health risk to themselves or others.

Child protection

HS31 There is a written child protection policy that meets the requirements of the Vulnerable Children Act 2014. The policy contains provisions for the identification and reporting of child abuse and neglect, and information about how the service will keep children safe from abuse and neglect, and how it will respond to suspected child abuse and neglect.

The policy must be reviewed every three years.

Documentation required:

1. A written child protection policy that contains:
 - a. provisions for the service's identification and reporting of child abuse and neglect;
 - b. information about the practices the service employs to keep children safe from abuse and neglect; and
 - c. information about how the service will respond to suspected child abuse and neglect.
2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.

HS32 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).

HS33 No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.

Notification

HS34 Where there is a serious injury or illness or incident involving a child while at the service that is required to be notified to a specified agency, the service provider must also notify the Ministry of Education at the same time.

Documentation required:

A copy of the notification sent to the specified agency.

GOVERNANCE, MANAGEMENT AND ADMINISTRATION

Regulation 47 – Governance, management, and administration standard: general

- (1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—
- (a) the service is effectively governed and is managed in accordance with good management practices; and
 - (b) the service provider regularly collaborates with—
 - (i) parents and family or whānau of children enrolled in the service; and
 - (ii) the adults responsible for providing education and care as part of the service; and
 - (c) appropriate documentation and records are—
 - (i) developed, maintained, and regularly reviewed; and
 - (ii) made available where appropriate—
 - (A) at any reasonable time on request by a parent of a child enrolled in the service; and
 - (B) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act; and
 - (d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and
 - (e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.
- (2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

9 Criteria to assess governance, management and administration standard

Parent involvement and information

GMA1 The following are prominently displayed at the service for parents and visitors:

- the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Early Childhood Education and Care Centres 2008;
- the full names and qualifications of each person counting towards regulated qualification requirements;
- the service's current licence certificate; and

- a procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria.

Documentation required:

A procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria. The procedure includes the option to contact the local Ministry of Education office and provides contact details.

GMA2 Parents are advised how to access:

- information concerning their child;
- the service's operational documents (such as its philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted); and
- the most recent Education Review Office report regarding the service.

Documentation required:

Written information letting parents know how to access:

- information concerning their child;
- the service's operational documents; and
- the most recent Education Review Office report regarding the service.

GMA3 Information is provided to parents about:

- how they can be involved in the service;
- any fees charged by the service;
- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- any planned reviews and consultation.

Documentation required:

Written information letting parents know:

- how they can be involved in the service;
- any fees charged by the service;
- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- about any planned reviews and consultation.

GMA4 Parents of children attending the service and adults providing education and care are provided with opportunities to contribute to the development and review of the service's operational documents (such as philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted).

Documentation required:

Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.

Professional practices

GMA5 A philosophy statement guides the service's operation.

Documentation required:

A written statement expressing the service's beliefs, values, and attitudes about the provision of early childhood education and care.

GMA6 An ongoing process of self-review helps the service maintain and improve the quality of its education and care.

Documentation required:

1. A process for reviewing and evaluating the service's operation (for example, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service. The process is consistent with criterion GMA4, and includes a schedule showing timelines for planned review of different areas of operation.
2. Recorded outcomes from the review process.

GMA7 Suitable human resource management practices are implemented.

Documentation required:

Processes for human resource management; including:

- selection and appointment procedures;
- job/role descriptions;
- induction procedures into the service;
- a system of regular appraisal;
- provision for professional development;
- a definition of serious misconduct; and
- discipline/dismissal procedures.

GMA7A All children’s workers who have access to children are safety checked in accordance with the Vulnerable Children Act 2014.

Safety checks must be undertaken and the results obtained before the worker has access to children.

The results of the safety checks must be recorded and the record kept as long as the person is employed at the service.

Every children’s worker must be safety checked every three years. Safety checks may be carried out by the employer or another person or organisation acting on their behalf.

Documentation required:

1. A written procedure for safety checking all children’s workers before they have access to children that meets the safety checking requirements of the Vulnerable Children Act 2014; and
2. A record of all safety checks and the results.

Planning and documentation

GMA8 An annual plan guides the service's operation.

Documentation required:

An annual plan identifying 'who', 'what', and , 'when' in relation to key tasks undertaken each year.

GMA9 An annual budget guides financial expenditure.

Documentation required:

An annual budget setting out the service’s estimated revenue and expenses for the year. The budget includes at least:

- staffing costs, including leave entitlements;
- professional development costs;
- equipment and material costs for the ongoing purchase of new equipment and consumable materials; and
- Provision for operational costs (such as electricity, telephone, food purchases, and other day to day items) and maintenance of the premises as appropriate.

GMA10 Enrolment records are maintained for each child attending. Records are kept for at least 7 years.

Documentation required:

Enrolment records for each child currently attending and for those who have attended in the previous 7 years. Records meet the requirements of the Early Childhood Education Handbook and include at least:

- the child's full name, date of birth, and address;
- the name and address of at least 1 parent;
- details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the service;
- the name of the medical practitioner (or medical centre) who should, if practicable, be consulted if the child is ill or injured;
- details of any chronic illness/condition that the child has, and of any implications or actions to be followed in relation to that illness/condition;
- the names of the people authorised by the parent to collect the child; and
- any court orders affecting day to day care of, or contact with, the child.

GMA11 An attendance record is maintained that shows the times and dates of every child's attendance at the service. Records are kept for at least 7 years.

Documentation required:

An attendance record that meets the requirements outlined in the Early Childhood Education Funding Handbook for children currently attending, and children who have attended in the previous 7 years.

GMA12 Required documentation is made available as appropriate to parents and Government officials having right of entry to the service under Section 319B of the Education Act 1989.

10 Appendix 1: First Aid kit requirements for criterion PF28

First aid kits should include the following:

- disposable gloves
- sterile saline solution (or some other means of cleansing wounds)
- safety pins, bandage clips or tape (or some other means of holding dressings in place)
- sterile wound dressings, including sticking plasters
- rolls of stretchable bandage
- triangular bandage (or some other means of immobilising an upper limb injury)
- scissors
- tweezers
- cold pack
- first aid manual
- National Poisons Centre phone number
 - 0800 POISON / 0800 764766.
- Healthline phone number
 - 0800 611 116

The first aid kit may also contain any Category (i) medicines the service chooses to use, providing the appropriate written authority has been gained from parents (see criterion HS28).

Disease	Time between exposure and sickness	This disease is spread by...	Early signs	Infectious period	Action to be taken
Chicken Pox	10 - 21 days.	Coughing and sneezing. Also direct contact with weeping blisters.	Fever and spots with a blister on top of each spot.	From up to 5 days before appearance of rash until lesions have crusted (usually about 5 days).	Exclude from service for one week from date of appearance of rash.
* Hepatitis A	15 - 50 days (average 28 - 30 days.)	From food or water contaminated with faeces from an infected person; or by direct spread from an infected person.	Nausea, stomach pains, general sickness. Jaundice a few days later.	From about 2 weeks before signs appear until 1 week after jaundice starts.	Exclude from service for 7 days from onset of jaundice.
* Hepatitis B	6 weeks to 6 months (Usually 2 to 3 months.)	Close physical contact with the blood or body fluids of an infected person.	Similar to Hepatitis A.	The blood and body fluids may be infectious several weeks before signs appear and until weeks or months later. A few are infectious for years.	Exclude from service until well or as advised by GP.

Note: Conditions marked with an asterisk (*) are notifiable diseases.

Disease	Time between exposure and sickness	This disease is spread by...	Early signs	Infectious period	Action to be taken
*Measles (immunisation usually prevents this illness)	Usually 10 days to onset, 14 days to rash.	Coughing and sneezing. Also direct contact with the nose/throat secretions of an infected person.	Running nose and eyes, cough, fever and a rash.	From the first day of illness until 4 days after the rash begins.	Exclude from service for at least 5 days from onset of rash.
* Meningitis (Meningococcal)	2 - 10 days (usually 3 to 4 days).	Close physical contact such as sharing food and drinks, kissing, sleeping in the same room.	Generally unwell, fever, headache, vomiting, sometimes a rash. Urgent treatment is important!	Until 24 hours after starting treatment with antibiotics.	Exclude from service until well enough to return. With no symptoms for at least 48 hours.
* Mumps (immunisation usually prevents this illness)	12-25 days, Usually 16 - 18 days.	Contact with infected saliva -Coughing, sneezing, kissing and sharing food or drink.	Pain in jaw, then swelling in front of ear, and fever.	For one week before swelling appears until 9 days after.	Exclude from service until 9 days after swelling develops, or until child is well, whichever is sooner.
Ringworm	10 - 14 days.	Contact with infected persons skin or with their clothes or personal items. Also through contaminated floors and shower stalls.	Flat spreading ring-shaped lesions.	While lesions are present, and while fungus persists on contaminated material.	Restrict contact activities e.g. gym and swimming until lesions clear.

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Note: Conditions marked with an asterisk (*) are notifiable diseases.

Disease	Time between exposure and sickness	This disease is spread by...	Early signs	Infectious period	Action to be taken
* Salmonella	6 - 72 hours (usually 12 - 36 hours).	Undercooked food like chicken, eggs and meat; food or water contaminated with faeces from an infected person or animal; or direct spread from an infected person or animal.	Stomach pain, fever and diarrhoea.	Until well, and possibly weeks or months after.	Exclude from service until well with no further diarrhoea.
Streptococcal Sore Throat	1 - 5 days.	Usually contact with the secretions of a strep sore throat.	Headache, vomiting, sore throat.	For 24 - 48 hours after treatment with antibiotics is started.	Exclude from service until 24 hours after antibiotics started.
* Whooping Cough (immunisation usually prevents this illness)	5-21 days, usually 7 - 10 days.	Coughing. Adults and older children may pass on the infection to babies.	Running nose, persistent cough followed by "whoop", vomiting or breathlessness.	From runny nose stage and for 3 weeks after the onset of cough, if not treated with antibiotics. Or until 5 days of antibiotic treatment.	Exclude from service until 21 days from onset of coughing or after 5 days antibiotics.

Note: Conditions marked with an asterisk (*) are notifiable diseases.

12 Appendix 3: Categories of medicine and written authority required from parents for criterion HS28

Category (i) medicines

Definition – a non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment spray etc) that is :

- not ingested;
- used for the 'first aid' treatment of minor injuries; and
- provided by the service and kept in the first aid cabinet.

Authority required – a written authority from a parent given at enrolment to the use of specific preparations on their child for the period that they are enrolled. The service must provide (at enrolment, or whenever there is a change) specific information to parents about the Category (i) preparations that will be used.

Category (ii) medicines

Definition – a prescription (such as antibiotics, eye/ear drops etc) or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is:

- used for a specified period of time to treat a specific condition or symptom; and
- provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

Authority required – a written authority from a parent given at the beginning of each day the medicine is administered, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) medicine is to be given.

Category (iii) medicines

Definition – a prescription (such as asthma inhalers, epilepsy medication etc) or non-prescription (such as antihistamine syrup, lanolin cream etc) medicine that is:

- used for the ongoing treatment of a pre-diagnosed condition (such as asthma, epilepsy, allergic reaction, diabetes, eczema etc); and
- provided by a parent for the use of that child only.

Authority required – a written authority from a parent given at enrolment as part of an individual health plan, or whenever there is a change, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) the medicine should be given.

H4 – Children’s Act 2014 ³

All early learning services must have a child protection policy and safety check their children’s workers. These are requirements under the Vulnerable Children Act 2014 (VCA). They are also required under our licensing and certification criteria. As well as applying to early learning services, the VCA requirements also apply to any organisation we fund to provide services to children.

We've developed a guide to help you navigate the VCA. The guide brings together a range of information and resources already published, and complements the advice and guidelines produced by the Children’s Action Plan. We recommend you use the guide in conjunction with the other resources and the licensing criteria and guidance, outlined below.

Download [Children’s Act 2014 - a practical guide \[PDF, 5.2 MB\]](#)

Child Protection Policy

All early learning services must have a child protection policy in place now. The policy must:

- contain provisions on the identification and reporting of child neglect and abuse, and
- be written, and
- be reviewed every 3 years.

The child protection policy licensing criteria and guidance provide detailed information on how to meet this requirement:

- [HS31 for centre-based services](#)
- [HS28 for home-based services](#)
- [HS13 for hospital-based services](#)

The guidelines [Safer organisations, Safer children \[PDF; 1.06MB\] \(external link\)](#) also provide information about child protection policies.

Safety checking

All children’s workers must be safety checked according to the standards set out in the Children’s Act 2014 and safety checking regulations. This includes a workforce restriction – anyone convicted of a specified offence cannot be employed or engaged as a core children’s worker, unless they have an exemption.

The safety checking requirements apply as follows:

- all new core children’s workers must be safety checked.
- all new non-core children’s workers must be safety checked.

³ Please note the following is copied from the Ministry of Education’s website – [www.education](http://www.education.govt.nz)

- all existing core children’s workers must be safety checked.
- all existing non-core children’s workers must be safety checked.

The safety checking licensing criteria and guidance provide detailed information on how to meet these requirements:

- [GMA7A for centre-based services](#)
- [GMA6A for home-based services](#)
- [GMA7A for hospital-based services](#)
- [MA6 for playgroups](#)

The guidelines [Safer recruitment, Safer children \[PDF; 1.06MB\] \(external link\)](#) provide information about choosing safe people to work with children.

[Children's Act 2014 – early learning sector requirements](#)

The publication [Children’s worker safety checking under the Children’s Act 2014 \[PDF; 1.32MB\] \(external link\)](#) provides advice for interpreting and applying the safety checking regulations.

The following resources will help you meet your safety checking requirements:

- [New and existing employees \[PDF, 550 KB\]](#)
- [Students on practicum \[PDF, 547 KB\]](#)
- [Relievers \[PDF, 47 KB\]](#)
- [Adult checks \[PDF, 53 KB\]](#).

Screening service for early learning service owner operators who are children’s workers

A screening service is available to undertake safety checks for specified groups of children’s workers.

This service has been established to provide third party safety checks for children’s workers in the health, education and social development sectors who are self-employed or sole-practitioners.

In the education sector, this screening service has been approved for early learning service owner operators.

All children’s workers need to be safety checked. If you are an early learning service owner operator, and you also work in that early learning service as a children’s worker, then you need to arrange to be safety checked. You may choose to use this approved screening service to undertake that safety check for you.

There is a cost to applicants for the service.

To find out more about the service, including costs, go to the screening service provider's website, [CV Check \(external link\)](#).

H5 - Food safety for ECE services (Food Act requirements) ⁴

Food Act requirements for early learning services

All early childhood education (ECE) services and kōhanga reo must make sure the food they serve children is safe and suitable to eat. Some services will have additional obligations under the [Food Act 2014 \(external link\)](#) (the Food Act) and the [Food Regulations 2015 \(external link\)](#) (the Food Regulations).

The Food Act applies to anyone who provides food as part of their business. It requires people to provide food that is safe and suitable to eat.

What it means for early learning services

Most education and care centres and kōhanga reo that provide meals and food to children will need to operate under [National Programme 2 \(external link\)](#).

Working with a national programme is the way that lower-risk food businesses operate under the Food Act. There are 3 levels of national programmes, which are based on the food safety risk of the activities a business does. All national programmes require:

- record keeping to show that you're selling safe food
- registration of business details with your local council
- one or more visits from a verifier recognised by MPI.

Not all early learning services need to register. Only early childhood education (ECE) centres or kōhanga reo that cook meals or prepare food – like sandwiches or salads – need to register under national programme 2.

You don't need to register if:

- all the food is brought in by children from home (for example in lunch boxes)
- you only serve fruit or pre-packaged snacks that don't need to be kept cold (like muffins or crackers)
- you prepare food with the children only as part of the curriculum
- you run a home-based service
- you don't charge fees (or otherwise charge for the food).

⁴ Please note the following is copied from the Ministry of Education's website – [www.education](http://www.education.govt.nz)

To find out if the type of food provision at your ECE centre or kōhanga reo is subject to National Programme 2, you can use the MPI [Where do I fit tool \(external link\)](#).

The Ministry for Primary Industries (MPI) has a [web page for ECE providers \(external link\)](#), which lets you check if you need to register and how to go about it. It has links to all the food safety information you need to follow the rules – including guidance prepared especially for ECE centres.

What you need to do if you are on National Programme 2

- Make food safe. Meet food safety requirements by, for example, keeping hands and kitchen surfaces clean, keeping cooked and raw food separate, and cooking and storing food at the right temperature.
- Register with your local Council. If you run more than one centre – and they are in different council areas – you can choose to register with MPI
- Arrange for a verifier to visit your centre to check you're making safe food. You don't need to be verified straight away. You should choose a verifier before you register and list them on your application form. If you can't find a suitable verifier straight away, you can register without one for now.
- Get checked. Your verifier will visit to make sure you're set up to make safe and suitable food. They'll also look through the food records that you are required to maintain.

For more information on the steps to register, go to [MPI's web page for ECE services \(external link\)](#).

MPI have developed [guidance for the early learning sector \[PDF; 250KB\] \(external link\)](#) so you are prepared for your verification visit.

What you need to do if you are exempt

If you don't need to register, there's nothing else you have to do except make sure any food you serve is safe to eat. [Get food safety tips \(external link\)](#).

When you need to do it

- New centres must be verified within a month of opening.
- Existing centres and kōhanga reo should have now applied for registration and will have up to 12 months from registering to get verified.
- You'll be verified once every 3 years, if there are no food safety issues.