

Republic of Botswana

MINISTRY OF EDUCATION



EARLY CHILDHOOD CARE AND EDUCATION POLICY

**BASED ON THE FRAMEWORK OF THE REVISED
NATIONAL POLICY ON EDUCATION (RNPE)
GOVERNMENT WHITE PAPER NO. 2 OF 1994.**

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PREFACE

Government of Botswana regards children as its most valued resource. It therefore, takes deliberate steps to ensure that relevant policies and programmes are in place for their protection and nurturing. One such programme is the Early Childhood Care and Education (ECC&E). Many factors have necessitated the establishment of the ECC&E policy. Such factors, to mention but a few, are the adoption of the Revised National Policy on Education (RNPE) of 1994 and the urgency to implement recommendations that relate to the care and development of children as well as the international interventions on the rights of children.

The ECC&E policy comes at a very critical time when HIV/AIDS is a major concern and natural disasters such as drought and floods continue to threaten social and economic progress in the country. Many children are becoming orphans. Orphan –care services are mushrooming as a result, dictating a change in perceptions about childcare and education. The traditional social structures that used to be relied upon for support by family members and neighbours are breaking down fast due to a number of health and socio-economic factors. More women are forced to look for jobs far away, from where their children are. This policy will go a long way towards increasing opportunities for women to participate in the socio economic activities.

Vision 2016 which places care, protection and development of children high on the national agenda, provides direction for the development of Botswana's human resources. In this regard, the Ministry of Education and indeed the government, has seen the need to develop various policy instruments, of which the ECC&E is one. The future of a nation is its children. Therefore, a programme that seeks to nurture and develop them is a worthwhile investment. In this connection, ECC&E provides an important framework for the development of Botswana's children.

Early Childhood Care and Education is a comprehensive approach that lays emphasis on the overall development needs of the child. Countries now use Early Childhood Care and education programme to address the overall needs of the child, and to identify and resolve problems likely to retard its development.

It is my hope that this policy will provide guidance to the development of the programme and services of high quality that will facilitate the production of good future leaders.

K. G. Kgoroba

MINISTER OF EDUCATION

Acknowledgements

Issues of Early Childhood Care and education were incorporated into the Revised National Policy on Education (RNPE) of 1994. The policy recommended the development of pre-primary stage and for the co-ordination of Early Childhood Care and education programme by the Ministry of Education. It also made recommendations for the training of teachers and development of a curriculum for pre-primary education.

This policy focuses on the problems and needs of early childhood care and education programme and seeks to create an environment in which services of a high quality would develop. In this regard, constraints created by factors such as shortages of trained teachers, lack of capacity to provide a curriculum framework and the absence of professional support and supervision must be addressed.

The policy is an attempt to implement relevant recommendations of the Revised National Policy on Education. The policy caters for children of ages 0-6 years. Children with special needs are included. This policy seeks to promote early stimulation because it is essential for the preparation of children with special educational needs for future learning.

Finally the policy was made possible by extensive consultation with the stakeholders and service providers. It has received the attention of both early childhood specialists and social welfare professionals. The Pre-school Development Committee, the Reference Committee and the Pre-school Technical Committee have contributed significantly to the development of this document. The Ministry of Education is indebted to UNICEF and the Ministry of Local Government through the Social Welfare Division for their contribution and support. UNICEF provided financial assistance to both the consultancy and the workshops, which discussed the review and the recommendations.

This policy is an outcome of a joint effort of all the stakeholders involved with childcare and education. I wish to thank them for their invaluable participation and contributions to the development of this policy.

P. T. Ramatsui
Permanent Secretary
Ministry of Education

CHAPTER 1 – SUMMARY: REVIEW OF POLICY AND PROGRAMME

Introduction

This policy has two important areas. The first area consists of twenty-nine recommendations, which must be implemented together with those of the RNPE. The second area consists of a set of standard guidelines for the development of ECC&E programme and services. These are discussed under three chapters.

Chapter one gives the introduction and background about early childhood care and education and explains why it was transferred to the Ministry of Education. It gives reasons for the consultancy, and also shows areas that the consultancy focused on. A summary of problems identified by the consultancy is given. These problems are discussed as important issues for the development of this policy.

The second chapter discusses the twenty-nine recommendations, which reflect specific requirements, intentions and commitment to address problems identified by the consultancy review and the RNPE. The traditional joint responsibility for provision of services between the Ministry of Education (MOE) and Ministry of Local Government (MLG) is now extended to the ECC&E programme.

The third chapter outlines standard requirements for operating a day-care/nursery, pre-primary and baby-care services. The pre-primary service shares the same requirements with the day-care/nurseries. This chapter concludes with an explanation about forms for each type of service which stakeholders and supervisors must familiarise themselves with.

1. **Background**

Early childhood care and education programme in Botswana has been growing slowly since independence. It has been directed through the National Day –care Centre Policy (NDCP) of 1980, which has provided guidance in the management, protection and education for children of ages 2 ½ – 6 years.

The supporting care and education services are provided by private individuals, communities, companies and volunteers. These services exist under many different names such as day care, pre-school, play school, kindergarten, crèche and nursery. The different names point to the complexity of the ECC&E programme. The hours of service vary - some run for half day while others extend into the afternoon, with children having to sleep in the afternoon without any activities. The obvious complexity is seen in the differences in content and emphasis that also suggest different views about the requisite services.

The NDCP fell short of providing guidance in developing a comprehensive programme; for instance, it did not do much on issues such as standards and regulations, training of teachers, curriculum development, support to different types of programmes, and community involvement or participation. In 1994 the ECC&E programme was recognised as essential in the preparation of children for basic education. Hence, its introduction in the mainstream of education policy through the RNPE of 1994.

The RNPE gave the Ministry of Education portfolio responsibility for the pre-primary age group (4-6 years) through Recommendations 9(a) and (b), to register, supervise and develop the curriculum, train teachers and set standards. The Ministry of Education, therefore, set up the Pre-school Unit, for planning and co-ordination. Responsibility for the other age groups 0- 2 ½- and 2 ½-4 years rests with the Pre-school Development Committee (PSDC), to "... co-ordinate all Early Childhood Care and Education programmes." p14, (RNPE, 1994). The PSDC is co-ordinated by the Ministry of Education. The RNPE has also directed that efforts be made to establish a worthwhile ECC&E programme by developing capacity to support the programme and supervise services.

In an effort to implement the relevant recommendations, the Ministry of Education identified the need for clarification of some complex issues. These included the dual responsibility of the ministries of Education and Local Government; Government support to services that are dominated by Non-government organisations and private individuals, but are desired by all communities; curriculum matters; teacher training; management and supervision. In this regard, the Ministry of Education commissioned a consultancy in 1999 to pave the way for the ECC&E policy. This exercise involved an intensive needs assessment and review of related documents. The field trips that were undertaken, meetings and workshops with stakeholders produced good results.

The consultants were directed to do the following:

- a) Review related policies and programmes for children under the age of 6 years, in order to harmonise them with the national pre-school education policy
- b) Review RNPE recommendations and those of the 1980 policy to establish the link.

- c) Assess the appropriateness and effectiveness of the current management system and service delivery mechanisms to recommend a viable system.
- d) Propose development strategies to address needs of different environments- rural, peri-urban and urban areas.
- e) Propose a strategy for service delivery and management.
- f) Propose strategies for the role of stakeholders in the implementation of the policy.
- g) Produce recommendations for the development of a comprehensive policy for the development of the programme.

It is not possible to discuss all the issues raised by the review of the NDCP situation. However a summary is necessary to demonstrate the importance of the issues for the development of a worthwhile ECC&E policy. What follows are some of the issues raised in the review of the day-care centre services and the NDCP.

2. Issues Raised about the Policy and Programme.

2.1 Policy and Programme Content

The National Day-care Centre Policy of 1980 has been the principal document for the day-care centre programme. The document stipulated requirements for running day-care services in terms of entry age, structures, equipment, material, adult child ratio, registration procedures, supervision and the training of teachers. This policy did not have specific guidance on how children should be cared for, or prepared for early years of formal education. There has been no link between what teachers are trained for at the Lobatse Day-care Training Centre (LDTC) and services in the centres. For instance, there are very few centres following the Montessori method of teaching, which is the sole method of instruction at the Lobatse Day-care Training Centre. The policy focused the programme and services on the 2 ½ - 6 year olds. And directed that the advice of the Ministry of Education be sought, for services required for the children under the age of 2 ½ years.

Standards and Regulations

There are no standards and or regulations to guide both the programme coordinators and service providers. The conditions of the centres range from very poor to very good. Some services are provided under trees without any play materials. In some instances, children are congested in small rooms.

The need for standards has now been identified to guide operations of both care and education services. These standards should cover among others registration, structures, staffing, materials, training, teaching and the roles of the government, community, parents, service providers and other stakeholders.

2.3 Curriculum

The 1980 policy provided no teaching-learning framework for children. Operators designed their own individual learning frameworks to teach and prepare children for primary education. Most learning frameworks tended to be influenced by primary school curricula.

2.4 Teacher Training

A certificate programme is provided at the Lobatse Day-care Training Centre. The programme has been in existence since 1981. The capacity of this centre falls short of meeting the demand for trained teachers in the field. The training programme mainly focuses on one method of teaching, the Montessori approach. This institution is not affiliated to any teacher training institution; therefore, the certificates are not accredited anywhere. The Ministry of Education effected improvements in the processing of examinations. However, the certificates are still endorsed by the Ministry of Local Government. Discussions are still going on about the future of the programme.

There is also Bokamoso inservice -training under Kuru Development Trust. (KDT) in Gantsi. This in-service programme is limited in scope and content because it focuses on single items with limited activities. Trainees undergo practical training out of which they produce indigenously based reference materials. The KDT is not registered as a teacher-training institution. The RNPE has recommended training for pre-primary teachers through the diploma programme in the colleges of education. Provision is to be made for both in-service and pre-service training. Some individuals and companies have also shown interest to establish teacher-training institutions to meet the high demand for trained teachers in this field.

2.5 Remunerations

There is a high shortage of trained teachers due to poor salary conditions. Some centres continue to run without trained teachers as those who can afford to offer high remunerations poach them for their centres. Remunerations range from P110.00 to P2000.00 per month.

2.6 Baby -care Services

It has been established that the target population of 0- 2½ was not catered for in the early childhood education programme. There is a high demand for this service, especially by working mothers who want quality care and education for their children. Several interested parties have shown interest in providing the service. Co-ordination of the programme for the 0 – 4 year olds has been assigned to the Pre-school Development Committee.

This service will assist in the early identification and stimulation that is emphasised in special education. The services would therefore need to be guided through standards.

2.7 Children with Special Needs

Children with special needs do not only require early identification, but early intervention as well. They also need to be integrated in regular formal centres that have trained teachers to be able to benefit from early intervention.

However, few centres were found to be offering this service, and not all children find places in existing centres. The service is only provided by non-governmental organisations. Some fail to take children due to lack of space, funds and skills in the centres. As a result, some children are identified at primary school when it is too late for intervention.

2.8 Community Participation and Government Support

Community participation is demonstrated in different ways. Parents pay schools fees and take part in a variety of fund-raising activities. Others initiate construction of centres and seek the support of their Council. These kinds of community development projects benefit through the Drought Relief or the LG 1109 projects under the Ministry of Local Government. Besides this manner of involvement, the role of the community is not well defined. Some services such as those in Kgalagadi, Ghanzi and Northwest have significant amounts of financial support in the form of grants from the District Councils. The annual grants are used to pay wages and to buy materials and equipment. There is no financial support to operators of private centres. However, they receive professional guidance from officers of social welfare, health and bye-law enforcement.

CHAPTER II - STRATEGIES FOR DEVELOPMENT

Focus and Objectives of the ECC&E Policy

The ECC&E policy is an attempt to provide a holistic approach to developmental needs of a child, in particular it's healthy growth and preparation for primary education. A holistic approach to the development of the child is in line with the overall message of the RNPE, and the National Programme of Action for Children of Botswana (NPA/CB) of 1993-2003. The RNPE and NPA/CB allude to the need to integrate strategies and services in addressing the developmental needs of the child.

This policy would be incomplete without the guidance of the National Vision 2016. The Vision requires that programmes like the ECC&E should first be aligned to national aspirations. There is no doubt that the ECC&E programme is so aligned. It will be regularly reviewed to determine the impact of its contribution to the national efforts. The national efforts that seek to save children, in view of HIV/AIDS and other evils, and to prepare them for the future in which they will be adults.

The ECC&E programme will now formally precede primary education. The burden of being a foundation for the development of a proud and productive citizen, might now shift to the ECC&E programme, particularly its pre-primary services. In this regard the ECC&E policy will be guided by the principle of **Botho**, in developing the different aspects of the programme.

This policy sets out requirements in different target areas of the ECC&E programme, as well as the level of quality required for standardisation. The intention is to develop ECC&E as part of the national strategy to improve the welfare of children.

The objectives are as follows:

- 1. To create an opportunity for the establishment and development of professionals in the field of ECC&E .**
- 2. To develop care and education services for children so as to:**
 - (a) promote opportunities for their full physical, cognitive, social, emotional and mental growth and stimulation .**
 - (b) increase opportunities for women to participate in social and economic activities .**
- 3. To identify the full potential of the ECC&E programme in promoting the rights of children by setting minimum requirements for providing services.**
- 4. To strengthen and support, through the ECC&E services, a system of early identification and referral of children with developmental impediments.**

At the level of services this policy seeks to:

1. prepare children to learn to derive maximum benefits from a learning situation.
2. improve the quality of each type of service by advising on development of human resources to build national capacity.

3. promote a culture of productivity and excellence by adhering to set standards.
4. develop environmentally based curriculum to addresses the general and specific needs of children.
5. strengthen referral systems for children in need of psychological, medical, physical social welfare and rehabilitative support.

Citizens will be the primary participants in the development of services. This is important if their culture and modern experiences are to influence the thinking and activities in care and education services.

The principle of gender equality has had many effects, one of which is a deliberate effort to enhance the status of women. In this respect, the ECC&E programme must seek to relief women as mothers, from the burden of child-care. It should create an opportunity for them to pursue social and economic activities that are of benefit to their families, the nation and the country.

Government will continue to provide an enabling environment for the development of the ECC&E programme. The services will be a joint responsibility of government and different groups and individuals in the country. This will be so because, the new direction provided by the RNPE compels government to provide a well structured policy for ECC&E, in which MOE takes direct responsibility for pre-primary education and assigns co-ordination of other ECC&E services to the Pre-school Development Committee. It will be in services co-ordinated by the Pre-school Development Committee that partnership will be more visible. Therefore the voluntary organisations, private firms, individuals etc. will continue to play a leading role in providing ECC&E services. This should serve as an encouragement to Councils, NGO, community groups, companies and individuals to develop services that reflect appreciation of vision 2016 and support efforts to eliminate HIV/AIDS and to treat with respect those who live with it.

Range of Services to be Regulated

The following services will be regulated under this policy:

- a) Pre-primary units – either independent or attached to primary schools
- b) Day-care centres and nursery schools
- c) Play rooms
- d) Playgroups
- e) Drop in centres for children under primary school age
- f) After school care for children under primary school age
- g) Holiday care for children under primary school age
- h) “Educare” Baby- care services
- i) Itinerant services
- j) Any other programme for early childhood care and education

A POLICY OUTLINE COVERAGE

- 01. The Ministry of Education shall pursue a structured and enabling policy that expands and enhances ECC&E, in order to promote the wellbeing of pre-school aged children and better prepare them for primary school.**

- 02** The country's programme shall operate as a three-tier system, comprising of baby-care; day-care/nursery and pre-primary, subdivided into the following age groups:
- | | | |
|-----------|--------------|-------------------------|
| 0 | - 2 ½ | baby-care |
| 2½ | - 4 | day-care/nursery |
| 4 | - 6 | pre-primary |
- 03** A service provider who meets all requirements shall have the liberty to provide all three levels of services within the same premises in exception of private primary schools, which shall only be allowed to run pre-primary units. Private primary schools shall have their pre-primary starting at the age of three (3) years.
- 04** The care services shall exclude places of safety and other children's institutional homes.
- 05** The Ministry of Education shall ensure that the principles of integration and inclusiveness are applied, so that children with special educational needs are not excluded from the programme and services.

B) STANDARDS

The conditions in which children spend most of their time in care and educational stimulation differ considerably from extremely poor to very good. In remote areas for instance, some services operate as playgroups under trees without any play materials or qualified teachers. Parents who are concerned about similar conditions are supported by professionals, who maintain that many children would benefit little from a centre.

- 06** The following are minimum standards required for a centre to give quality service:
- ◆ acceptable hygienic conditions
 - ◆ acceptable physical structures
 - ◆ acceptable quality of the environment
 - ◆ acceptable quality of food, and
 - ◆ adequate education and development material.

It is therefore desirable to have an operational manual on service standards.

- 07** ECC&E services that were set up before this policy came into being shall have a period of three years to meet the standard requirements. However fulfilment of recommendation 08 and regulatory standard 6 item 6.2 of chapter III should be with immediate effect.
- 08** Service providers shall be required to register their services, teachers, caregivers and childminders with Council's supervising department, which shall provide professional support.

C) **CURRICULUM AND LEARNING FRAMEWORK**

The RNPE recommends development of a curriculum for pre-primary education. A curriculum framework will also be needed for other age groups. Indigenous materials from the general environment of the children are very effective for educational stimulation.

Such materials include play toys and literature. Communities should be mobilised and encouraged to participate in the production of such material.

09 The Ministry of Education shall, in line with recommendations 11 (a) and (b) of RNPE, establish a minimum curriculum framework for day-care/nursery and pre-primary services guided by the following developmental needs and learning principles.

DEVELOPMENTAL NEEDS	LEARNING PRINCIPLE
Emotional Social Physical Cognitive	Pre-reading Pre-writing Pre-counting/maths Art and crafts skill Environmental and Science exploration Children’s Rights Cultural knowledge Knowledge of basic life skills

10 The Pre-school Development Committee in collaboration with Associations that are involved with the ECC&E programme, should develop guidelines for a curriculum for early stimulation for use in baby -care centres

11 The Ministry of Education should promote the production of indigenous educational materials for use by children, that is, literature and playing toys.

12 The medium of instruction in a centres in terms of use of the dominant language within the children’s social environment should be applied flexibly to enable children to understand concepts that are being introduced.

D) **TRAINING**

Colleges of education will train teachers for the pre-primary service, giving room to the LDTC to train for baby-care and day-care/nursery services. In this way, there will be teacher training provision for the 0 – 6 year olds thus the ECC&E programme would cover all age groups.

Some individuals and companies have expressed interest to establish teacher training programmes to support ECC&E services. Among other factors, this interest is based on the fact that the LDTC has not been able to provide the number of teachers required.

The current out put of 30 teachers a year has not satisfied the demands of the programme. However, if reviewed the LDTC programme should be able to provide for the demands.

Of immediate importance is to establish a programme in a College and to review the LDTC programme. An invitation for the participation of individuals and companies should not be pursued until the LDTC has failed to yield desired results.

- 13 The Ministry of Education should speed up the implementation of recommendation 99 of the RNPE and introduce ECC&E training at Colleges of Education for both in-service and pre-service.**
- 14 In implementing recommendation 99(e) of the RNPE the Ministry of Education should ensure that the broad philosophy and content of ECC&E and not primary education influence the training programme for pre-primary teachers. The Ministry should therefore recruit experts with sufficient knowledge and experience in ECC&E to develop and implement the programme.**
- 15 The certificate programme of the Lobatse Day-care Training Centre should be reviewed with the aim to refocus it on training day-care/nursery teachers and caregivers for baby-care services.**
- 16 A caregiver should undergo formal training in child-care to increase knowledge and to be able to carry out professional duties of a baby-care service.**

E) MANAGEMENT AND SUPERVISION

Management and supervision of the ECC&E programme calls for shared responsibility between MLG (Councils) and MOE. These recommendations are to be implemented alongside recommendation 9 a) and b) of the RNPE.

- 17 The Ministry of Education should set guidelines for the supervision of day-care/nursery centres and other educational care services to ensure that there is the element of learning in the centres.**
- 18 Councils should be responsible for the registration, inspection and supervision of day-care/nursery centres, baby care, and other educational care centres.**
- 19. The Ministries of Education and Local Government should ensure that Councils develop the necessary capacity to supervise and give professional guidance to day-care/nursery centres, baby-care, and other educational care centres. As an initial step an officer should be assigned under the social and community development department of Council.**
- 20 Pre-primary units shall be registered with the Ministry of Education with the assistance of Councils. The Ministry of Education shall ensure that all registered centres are properly supervised and regularly inspected.**

- 21 Councils shall use the recommended standards to develop or review existing relevant by-laws. All centres shall be required to develop their operational regulations or in-house policies, which shall not contradict those in this policy.
- 23 Membership of the Pre-school Development Committee shall extend to relevant agencies, such as service operators, associations, teachers, health professionals, relevant central and local government organisations, business and labour. This shall give the committee sufficient depth of knowledge and experience to:
- a) Monitor and advice on the implementation of the ECC&E policy.
 - b) Provide curriculum framework for baby-care services.
 - c) Advice on ECC&E training at Lobatse DTC and Colleges of Education.
 - d) Mobilise parents, community, and private sector to support ECC&E.
 - e) Advocate for children's rights and tax benefits for service providers.

F) **ORGANISATION**

- 24 The Ministry of Education should establish guidelines to ensure co-operation by all agencies dealing with the development of the child. Such guidelines should state the role of each organisation.
- 25 The Pre-school Unit in the Ministry of Education be constituted as a Division of Early Childhood Care and Education and be allocated additional staff to enable it to match up to the demands for service created by the implementation of the RNPE and to strengthen capacity to advise on the ECC&E policy and the need to:
- a) Plan, monitor and supervise the development of pre-primary education.
 - b) Co-ordinate and support the Pre-school Development Committee.
 - c) Plan and monitor the development of the ECC&E programme.
 - d) Support development of curriculum, examinations, teacher or caregiver training programme.
 - e) Establish a national database on ECC&E programme.

G) SUPPORT

The government's commitment in the programme is currently concentrated on four main areas namely, registration and supervision of units, teacher training, curriculum development, and development of standards for quality improvement.

The questions of access and expansion must now be addressed. The ECC&E programme will take off and expand fast in towns and peri-urban areas. It will start gradually in most major villages. In both cases there will be problems, but problems in towns, peri-urban and villages will be different from those of the rural areas. It is therefore important to start to reflect on these issues. Disparities between urban and rural will exist. The constant concern of development is to reduce disparities and maintain them at the lowest level. The following recommendations express the need for a humble start.

26. The Ministry of Education should provide the Pre-school Development Committee with:

- (a) an annual budget within the Department of Primary Education to undertake its responsibilities.**
- (b) a permanent secretariat to reduce administrative constraints it will experience whilst co-ordinating services for the 0- 2½ year olds which will not be receiving direct government support.**

27. The Ministries of Education and Local Government should continue to give grants to centres established by communities in the such as, VDC and NGOs .

28 The Ministry of Education and the Ministry of Local Government should:

- (a) Review the current level of grants and their purpose so as to support expansion of the programme.**
- (b) Establish support for children in orphan-care centres who are ready for pre-primary and day-care/nursery, to go to integrated centres so as to avoid the negative effects of providing for them as a separate group of children.**

29 The Ministry of Education shall continue to support early stimulation centres established by volunteers and non government organisations for different categories of children with disabilities.

CHAPTER III - REGULATORY STANDARDS FOR ESTABLISHMENT AND OPERATION OF DAY-CARE/NURSERY, PRE-PRIMARY AND BABY-CARE SERVICES

All three services have identical requirements. The baby-care service however has additional and special requirements. All these services require detailed sets of regulatory standards. They cannot all be shown here without the risk of having a bulky, intimidating document. The specific details should be captured in an operational manual on service standards. It will give details or requirements in size, volume and quality of essentials. The forms included in this policy provide also a sample of standards that are desired.

A. OPERATING PRINCIPLES

1.0 Qualifications -Service Provider/Teacher/Caregiver

- 1.1 A service provider shall employ people competent in the area expertise of the and trained as teachers/caregivers to provide service.
- 1.2 Service providers do not necessarily require basic training in childcare, development and education; as long as they have the means to provide the service. But they are required to employ people trained for ECC&E services.
- 1.3 Where a service provider is not qualified in childcare and learning, a person so qualified shall be employed to head the centre.

2.0 Provision

- 2.1 A centre shall provide education, care, and supervision in conditions that shall ensure the appropriate development, safety, and health of children
- 2.2 A centre that serves children for five hours a day or more shall ensure that all children have a common rest period of not less than an hour each afternoon. Children who do not wish to sleep during this period shall not be forced to do so but shall be engaged in restful activities.
- 2.3 A centre shall ensure physical cleanliness of the children in its care.
- 2.4 A centre shall ensure that parents are reminded to dress children appropriately to meet the prevailing weather conditions.
- 2.5 A centre shall communicate regularly with the parents of the children as and when necessary.
- 2.6 A centre shall seek an agreement with a parent/guardian of the child in his/her centre. As part of the agreement, a parent shall undertake to provide children with sufficient clothing for the day. In the case of a baby, a rug measuring at least 3.5m by 4.5m must be standard.
- 2.7 A centre shall be required to have in-house policies that shall not contravene Council bye-law and this policy to ease its operations.

3.0 Appeals

A centre wishing to appeal against Council regarding action taken against it may apply in writing to the permanent secretaries in education or local government depending on type of service affected providing reasons for the appeal.

4.0 Discipline

All disciplinary measures used in the centre shall only be educational such that they do not have bad physical or psychological effects that might harm the physical and emotional health of a child.

B. AUTHORITY AND REGISTRATION

5.0. Local Authority

- 5.1 The City, Town, and District Councils will have the authority to:
 - 5.1.1 safeguard the interests of children and ensure that providers abide by the standard requirements;
 - 5.1.2 Supervise, support and co-ordinate services for the 0-4 year olds;
 - 5.1.3 Close any illegal service as well as that which puts the development, health and safety of children at risk.
 - 5.1.4 Appoint and employ a supervisor/inspector of centres whose duties shall include, among others: regular supervision and inspection.
- 5.2 Issue operating licences to the centres. A pre-primary centre shall need in addition to a license a certificate issued by the Ministry of Education in order to operate.
- 5.3 Ensure that services will be provided in a place and locality approved by the Council.

6. Registration

- 6.1 Any person, company or organisation intending to operate a centre shall make application to the Council, on the appropriate form, giving details about:
 - 6.1.1 The premises intended to be used for the centre;
 - 6.1.2 The enrolment and maximum number of children to be accommodated in the centre;
 - 6.1.3 The positions of the staff, their major responsibilities, qualifications and experience required of each position;

- 6.1.4 Short outline of proposed programme (not more than two pages) that meets the developmental needs of the children, learning principles and basic life skills.
- 6.1.5 The indoor and outdoor physical and educational equipment of the centre.
- 6.2 An operator of a pre-primary centre shall register himself/herself and all teachers with the Ministry of Education through the Council. An operator of a Day-Care/Baby-care centres shall register himself/herself and all caregivers with the Council, an exercise the centre has to update the office regularly if there are any changes.

7.0 License

- 7.1 On making an application for a license to operate a service centre, the person or organisation intending to operate the centre shall attach to the application, the following documentation from appropriate departments of the Council:
- ◆ Zoning approval/land use permit;
 - ◆ fire inspection report where possible
 - ◆ environmental health inspection report.
 - ◆ Certificate of company (where applicable)
- 7.2 On considering an application to operate, the Council may:-
- 7.2.1 issue a license on payment of an annual fee as set by the Council;
- 7.2.2 issue a conditional license on payment of a fee as set by the Council, or
- 7.2.3 refuse to issue a license.
- 7.3 A license issued in line with 7.2.1 will be valid for one school calendar year.
- 7.4 The expiry date of a license shall be at the end of the school year to avoid possible closure of a centre in mid-year.
- 7.5 A license issued under these standards is not transferable since it is issued in respect of a specific operator, facility, and location. When any of these elements change, a new license is required.
- 7.6 A conditional license will be valid for not more than 90 days from the date of issue, and it may be renewed only once for a period of not more than 60 days.
- 7.7 A license or conditional license shall be displayed in a prominent place in the centre for parents to ensure that the centre is legal.
- 7.8 A licence shall show the name of centre and owner, the type of programme being offered, period of validity, and hours of operation.

C. ADMISSIONS AND RECORDS

8. Admittance

- 8.1 No child shall be admitted to a centre on less favourable terms and conditions than would otherwise be made available, and no child shall have restricted access to any benefits or services provided by the centre.
- 8.2 Notwithstanding 8.1, this condition does not apply to a centre that is maintained wholly or principally for children of one sex or for children with a particular disability or of a specific age group. Likewise, it does not apply if a child requires special services or facilities that, in the circumstances, cannot reasonably be made available by the centre.
- 8.3 To be accepted to a centre, a parent/guardian shall produce, in addition to an application form a medical report or clinic card from a health facility indicating that the child can stay in a centre and does not have a communicable or contagious disease to put other children at risk. The report shall also contain medical information the health facility believes the centre requires to look after the child's health at the time he or she is accepted in the centre.
- 8.4 A parent/guardian of a child with special medical needs shall sign an agreement with the centre to be jointly responsible for the child with the centre and provide all information to the centre for the care of the child's medical condition.
- 8.5 A child shall not be accepted to a centre that practices religious beliefs unless the child's family belongs to that religion or the child's parents/guardian agrees that such education shall be given to the child.
- 8.6 Registration of children shall be done at the centres through appropriate forms.
- 8.7 Parents seeking to place a child in day care/nursery, baby-care or pre-primary facility shall submit their applications to the head of the centre.

9. Fees

Service providers shall determine their own fees. The supervising office may intervene only to guide the determination of fees where a public grievance has been reported with desire for amicable resolution.

10. Records

A centre shall develop different kinds of records in these categories:

- a) All statistics of children, staff and equipment;
- b) Documents from all relevant authorities as evidence of permission to operate;
- c) Administration and management records;
- d) Meals provided in the centre.

D. CURRICULUM AND INSTRUCTION

11. Classes

A centre shall have separate care rooms or classes for children 0 – 2 ½ years (baby-care), 2 ½ - 4 years (day-care/nursery) and 4 - 6 years (pre-primary).

12. Stimulation/Learning

12.1 Curriculum activities in pre-primary centres shall be drawn from a framework designed by the Department of Curriculum and Evaluation. REC 11(a).RNPE.

12.2 Curriculum activities in baby-care centres shall be drawn from a framework designed by the Pre-school Development Committee.

13. Schedule

13.1 A centre shall have a daily schedule of activities and shall use teaching methods that promote the physical, cognitive, emotional, and social development of the children in a secure and healthy environment.

13.2 A centre shall be staffed and physically arranged to operate, to meet scheduled activities and its daily schedule.

13.3 A centre shall operate from January to December of that year. Parents shall be informed of the exact dates of business including breaks during the year.

13.4 A centre shall operate only between the hours 07:00 and 18:00 on weekdays. Hours outside these shall require permit from the supervisor/Coordinator for caring purposes only. The supervisor/Coordinator shall assess the purpose and benefit of the duration of care and or education and decide to grant extended hours of operation.

14. Inspection

14.1 An inspector shall require the centre to produce any books, records, or other documents of the centre to examine or make copies for purposes of inspection reporting.

14.2 Other officers who require inspection for any other purposes related to government laws like employment, immigration, health, labour and others shall liaise with the supervising office to visit centres. An exception is where such inspection is related to corruption, security or matters of law and order.

14.3 When an authorised officer inspects the centre and is of the opinion that the provisions of the license are not being complied with, or the centre is not providing proper care and puts children at risk, he shall inform the licence holder in writing, to take measures to correct the deficiencies within a specified time.

Where the deficiencies remain uncorrected in the specified time, or children are at immediate risk, the license and the service shall be suspended with immediate effect pending final decision by the Council or Ministry.

15 Staff-Child Ratios

- 15.1 A centre shall have a maximum of 25 children of ages 2 ½ -4 years per class and a maximum of 30 children of ages 4 – 6 years per class.
- 15.2 Each class shall have a minimum of one qualified teacher, and one teaching assistant.
- 15.3 In a baby-care centre, there shall be a ratio of five (5) babies per room per caregiver minimum and ten (10) maximum.
- 15.4 When more than five (5) babies are placed in a room, a caregiver shall be required to have an assistant. Any extra intake of children shall take cognisance of the prescribed staff child-adult ratio and the 1.5m² floor space per child for eating, resting and playing.
- 15.5 A caregiver shall not have more than two (2) children less than 2 ½ years of her own to take care of.

E. STRUCTURES

16. Premises

- 16.1 Occupied residential premises shall not be used for purposes of an ECC&E centre.
- 16.2 Notwithstanding 16.1 a centre that has boarding facilities like those for children with disabilities shall be allowed to have residential staff in the premises.
- 16.3 Premises shall be free of toxic material or substance and any hazardous objects that may put the health and safety of children at risk.
- 16.4 the premises shall comply with requirements in the Public Health Act and Land Use requirements for public use.

17. Building with Care

- 17.1 A centre shall have no less than 1.5m² indoor floor space for every child in a room for the combined purposes of educational activities, playing, eating, and resting. Floor space consists of net interior surfaces, excluding corridors, office facilities, kitchen, storage areas, toilets, and washing facilities.
- 17.2 A centre shall be constructed from stable materials that adequately protect its members against all forms of harsh weather. Children should not be housed in a centre whose walls or roof are of asbestos material.

- 17.3 A centre shall have adequate lighting, ventilation and, where necessary and possible adequate acoustics to ensure that noise is kept at a reasonable level.
- 17.4 A centre shall have at least two separate outside doors that allow easy exit in case of fire or emergency and are secure enough for children not to leave the centre without the knowledge of a member of staff.
- 17.5 The floor of a centre shall be constructed from materials that can be swept, washed or re-coated in case of mud houses to ensure cleanliness and safety for children.
- 17.6 The structure of the centre shall be kept clean and maintained in a good state of repair.
- 17.7 A centre shall make parts of the compound and its rooms accessible for use by children with disabilities where applicable. Examples are ramps, rails, and lower door handles.
- 17.8 A centre shall have a separate area or room for a sick bay.
- 17.9 A centre shall have clean water, washing facilities and a changing/wash room for children and babies, where possible, electricity and telephone.
- 17.10 Children's undisturbed rest place shall be provided, well furnished for the purpose.
- 17.11 A centre shall have a feeding place for mothers who come to nurse their children.
- 17.12 A play area should be available and adequate for use by children.

18 Furniture, Fittings, Material and Equipment

- 18.1 A centre shall have all necessary furniture, fittings and equipment clean and in good condition.
- 18.2 A centre shall have adequate, age and size appropriate furniture that is also light in weight, for use by the children enrolled.
- 18.3 A centre shall have display-boards, cupboards, individual storage space and shelves for different uses, suitably placed and within reach of children.
- 18.4 A centre shall ensure that it is adequately supplied with developmental and educational material and equipment, outdoor and indoor material, necessary domestic equipment suitable and appropriate for all age groups in the centre.
- 18.5 All equipment and material to be used by the children shall be non-toxic.

19. Office

A centre shall have a room clearly separated from its main area of activities that serves its administrative work and is equipped to ensure that all records are maintained in an organised and confidential manner.

20. Kitchen

- 20.1 A centre shall have a kitchen that is physically separated from the children's activity areas for preparation of children's meals/milk and/or to keep their own packed food.
- 20.2 The walls of the kitchen shall be painted or tiled up to 1.5 meters from the floor in materials that can be easily washed. Where mud is used the walls shall be clean and regularly re-covered.
- 20.3 The kitchen shall contain separate storage space for food and eating utensils. The storage spaces shall be placed above ground level.

21. Outdoor Play Area

- 21.1 A centre shall have an outdoor play area, preferably adjoining its building(s) with a minimum of 1.5m² per child.
- 21.2 The outdoor play area shall be large enough for the number of children in the centre to run about safely.
- 21.3 The surface of the outdoor play area shall be free of sharp objects, harmful plants, and discarded materials and equipment.
- 21.4 The outdoor play area shall contain:
 - 21.4.1 A Shade area;
 - 21.4.2 Permanently fixed play equipment, base covered with sand. Care should be taken to make sure the equipment is age appropriate and safe for use by children at all times.
 - 21.4.3 A collection of moveable equipment such as pull-and-push toys, kept in good condition and shall also have a designated storage area.
 - 21.4.4 An education garden for growing vegetables and other edible plants whose products shall be used by the centre's kitchen. (where possible)
 - 21.4.5 An ornamental garden that helps to develop children's appreciation for nature and their aesthetic tastes.
 - 21.4.5 An animal corner that helps children to develop a sense of responsibility and tolerance towards animals. (optional)

- 21.5 The outdoor play area shall be fenced on all sides and be provided with gates securely fastened to ensure that children are not able to leave the centre without the knowledge of a member of staff.

22 Children with Special Needs

- 22.1 If a centre has admitted children with special needs, it shall make provision for them in terms of accessibility to the building and sufficient use of the facilities.
- 22.2 The centre shall also liaise with the Special Education Division in the Ministry of Education for guidance and support.

F. EMPLOYMENT AND WELFARE

23. Staff

- 23.1 All persons employed in a centre shall have medical reports declaring them fit for duty from a health facility and that they do not have any communicable or contagious disease to the risk of children.
- 23.2 No person shall be employed in a centre if he or she has a mental illness, or is known by the police to be a sex offender. Should it be discovered later, the person shall have to cease being an employee of such a centre.
- 23.3 Any member of staff who falls ill shall seek medical attention, and shall, upon return for duty, produce a medical report declaring him/her fit and not a risk to the health of others.

24 Insurance

A centre shall be responsible for the insurance of its own operations, staff and the children through an agency of its choice.

G. TRANSPORT AND SAFETY

25 Vehicle

Where children have to be transported, no open vehicle shall be used. The vehicle used shall have adequate and comfortable sitting space for each child. Children shall not be overloaded in a vehicle. It shall be a requirement that the vehicle shall be insured.

26 Safety Measures

The internal and external features of the structure shall protect children against the possibility of accidents. A portable fire extinguisher and a First Aid Kit shall be in the premises at all times. Electrical sockets should be covered so that they do not attract the attention of children where applicable.

H. HEALTH AND SANITATION

27. Health Care

- 27.1 A member of staff shall not administer to a child any patent or prescribed medication, apart from what is available in the First Aid Kit, without the consent of the child's parent/guardian.
- 27.2 At least one member of staff in a centre shall be trained in First Aid.
- 27.3 A centre shall ensure that the First Aid Kit, toxic substances and any medications are inaccessible to children.
- 27.4 A centre shall keep for each child records for inspection, that include particulars of every accident or illness occurring to every child while at the centre, and of the action taken on behalf of the child, including details of medication given the child.
- 27.5 A sick bay shall be used for no other purpose than a waiting area for sick children, and clinical activities.
- 27.6 A child who has, or is suspected to have a contagious disease shall be temporarily excluded from the centre until certified by a health facility that he/she is not a threat to other children.
- 27.7 A government health facility shall treat all ECC & E centres as under regular health surveillance, and make regular visits to them.
- 27.8 A centre shall arrange with a health facility to provide emergency health care. Details of this arrangement shall be made known to the parents and to the centre's staff.
- 27.9 A centre shall be required to close when there is a threat of an outbreak of an epidemic through the advice of the nearest health facility. A report shall be made immediately to the supervising authorities concerning the outbreak.
- 27.10 If a caregiver/teacher is ill and unable to provide the service for some time, a substitute caregiver/teacher, approved by the supervisor, shall take place for the duration of the illness in line with labour laws.
- 27.11 If the caregiver/teacher is ill for a long period of time or has a disease that may endanger children, contract with the service provider may be terminated for the duration of illness in line with labour laws.

28. Toilets and Washing Facilities

- 28.1 A centre shall have standard junior toilets that are clearly separated from other activities and kitchen, but within short and easy access to its centre of activity.
- 28.2 There shall be a minimum of one toilet per 15 children per gender, with adjacent wash facilities at day care/nursery and pre-primary centres.
- 28.3 A centre shall have at least one general facility for washing clothes, blankets and towels and any other linen used in the centre.

29. Smoking

There shall be no smoking in buildings occupied and regularly used by children and signs denoting this shall be clearly displayed in and outside the rooms and buildings. Smoking should take place far enough for the smoke not to smell or reach children in the building and rooms they have occupied.

FOOD AND MEALS

30. Meals

- 30.1 A centre that operates up to 5½ hours a day shall give children one snack or formula at an appropriate time. A centre that operates more than 5½ hours a day shall give children at least one cooked meal.
- 30.2 All food prepared at a centre shall be served at such time and in such variety, quantity, and quality to meet the nutritional needs of the children.
- 30.3 Eating utensils shall be of a size and shape that can be easily handled by children.
- 30.4 A record shall be made of every meal served to children at a centre, showing the type and quantity of the food provided. All such records shall be kept and made available for inspection.
- 30.5 A centre shall observe the children's beliefs like religion and arrange with parents alternatives for children who cannot eat what is offered in the centre.
- 30.6 Babies on formula shall have the option to bring their own formula.
- 30.7 A service provider shall provide the children with nutritional meals according to their needs and in the quantity they require or, if they bring their own food, to ensure that it meets their nutritional needs.

J. TOURS

- 31.1 All visits and trips within the ward, village, district and country shall have the consent of parents/guardians.
- 31.2 Any visits outside the country shall require approval of the supervising officer. The applicant shall attach signatures of parents/guardians consenting to the trip, names of all children, their passport numbers, places and dates of visits.
- 31.3 The application shall show the places and country to be visited, proposed accommodation, vehicle type and registration, particulars of accompanying adults.
- 31.4 There shall be clear explanation of purpose and reasons for the trip, and how what is desired cannot be attained through a local trip.

K. FORMS – SPECIMEN

32.1 The following are specimens of forms a centre would generate for itself:

- ◆ **Application for a Child**
- ◆ **Child’s Medical Report**
- ◆ **Staff Medical Report**
- ◆ **Agreement with a Parent/Guardian**

32.1 The Council is to use the specimen attached to review its own health inspection report.

- ◆ **Environmental and Health Report**

32.2 This type of form can be requested from the Council.

- ◆ **Application to Operate a Centre**

32.2 The following forms are for office use only. The service provider would see from them what the process would entail and the standards intended.

- ◆ **Deficiency Report.**
- ◆ **Application Review**
- ◆ **General Inspection Report**

DEFINITION OF CONCEPTS

Baby	A child with a few weeks of age and who is yet to reach thirty months of age.
Baby care Centre	Care and education service for the 0-2 ½ year olds.
Caregiver/Childminder	A person trained to teach, train and look after babies and young children in a Babycare Centre.
Child	A person who by the 31 st January of the year has reached 30 months of age and has yet to reach 6 years of age.
Council	City, town, district, sub-district authority.
Day Care/Nursery Centre	A care and education service centre for the 2 ½ to 4 year olds.
Health Facility	A place regularly used by a Medical Officer or Nurse for health or medical purposes.
Pre-primary Centre	A care and education service centre for 4 to 6 year olds.
Inspector /Supervisor	An officer appointed by Central Government or Council to co-ordinate and supervise ECC&E programme.
Service Provider/Operator	A person licensed to provide ECC&E services.
Authorising Officer	An employee of the Ministry of Council appointed. assigned to inspect, supervise or report on the programme and services.

LIST OF ABBREVIATIONS

LDTC	Lobatse Daycare Training Centre
ECC&E	Early Childhood Care and Education
KDT	Kuru Development Trust
MOE	Ministry of Education
MLG	Ministry of Local Government
NDCP	National Day – Care Centre Policy
NGO	Non-government Organisation
NPA/CB	National Programme of Action for children of Botswana, 1993-2003
PSDC	Pre-school Development Committee
RNPE	Revised National Policy on Education, 1994
UNICEF	United Nations Children’s Fund
VDC	Village Development Committee

Appendix III: Forms 1-10.....



Republic of Botswana



Application to Operate a Pre-Primary Unit

(To be filled in Duplicate)*

By individuals, Company, Non-Governmental Organisations and Communities.

1. Applicant (Representative of above)

Name _____

Address _____

Telephone No. _____ Cell
phone _____

e-mail _____

Nationality *(Individuals only)* _____

Residence permit no./ expiry date: (non citizens only) _____

For company Applicants Only

Company Name _____

Registration No. _____

Address _____

Contact Person _____

Telephone _____ Cell phone _____

e-mail _____

2. Proposed Centre

Name _____

Address _____

Type (Private, School Unit, NGO Community, Council) _____

3. Premises and Structure

What is the principal construction material of the building (e.g., bricks, wood, mud)

Construction material of floor _____

Net interior floor space of each room to be used as a classroom.

3.1 Type

Room 1 _____ m² _____ (e.g. play room 1)
Room 2 _____ m² _____
Room 3 _____ m² _____
Room 4 _____ m² _____
Room 5 _____ m² _____

4. Toilets and washing facilities

Total number of toilets for children _____

Number of toilets for staff _____

General washing facilities _____

5. Kitchen

Washable walls Yes/No _____

Storage space Yes/No _____

Type of storage(shelves, pantry, fridge, cardboards) _____

6. Outdoor Area

Size _____

Fenced: Yes/No _____

Secure gate: Yes/No _____

Shade: Yes/No _____

7. Provision

Proposed number of classes _____

Proposed number of children per class/Room
0-2 ½ year old _____
2 ½ -4 year old _____
4 -6 year old _____

No. teachers/caregivers _____

No. teaching assistants _____

No. support staff (specify) _____

8. Proposed programme.

Attach short outline of proposed programme (not more than two pages) how it shall meet the developmental needs of the children, learning principles and basic life skills.

9. Developmental Educational Material and Equipment:

Attach list of most basic indoor and outdoor materials and equipment to be used in the centre (show quantities).

10. Furniture.

Attach **list of furniture**, including number of tables and chairs and their size, cupboards and display facilities that will be used in the centre.

11. First aid kit:

Yes/No _____

Heaters: Yes/No _____

Fire extinguisher: Yes/No _____

12. Attachments

Zoning approval/Land use permit: Yes/No _____

Fire inspection: Yes/No _____

Environmental health inspection: Yes/No _____

I/We declare that the information provided in this form is correct.

Signature _____

Date _____

*Original - Ministry of Education
Copy - Council



ECCE Form 2

Baby –Care, Day-Care/Nursery & Pre-Primary

Application Review (To Be Filled In Triplicate)*

Council: _____

Name of Applicant: _____

Name of Centre: _____

Address: _____

Having reviewed the application of the above for a license to operate a Pre-Primary, the Council has decided on _____ to:

- Issue a license, valid from _____ to _____ on payment of P_____.
- *Issue a conditional license, valid for from _____ to _____ on payment of P_____.
- Refuse the application because the applicant has not met the minimum requirements to operate an early childhood care and education centre.
- Recommended for registration by Ministry of Education (*Pre-primary units only*)

Signature _____
Authorising Officer

Date _____



Official Stamp

- * Original - Applicant
- Copy - Council
- Copy - Ministry of Education



ECCE Form 3

Application to Operate a Baby -Care; Day Care /Nursery

by individuals, Non-Governmental Organisations and Communities.

1. Applicant (Representative of above)

Name _____

Address _____

Telephone No. _____ Cell
phone _____

e-mail _____

Nationality (*Individuals only*) _____

Residence permit no./ expiry date: (non citizens only) _____

For company Applicants Only

Company Name _____

Registration No. _____

Address _____

Contact Person. _____

Telephone _____ Cell _____ phone _____

e-mail _____

2. Proposed Centre

Name _____

Address _____

Type (Private, School Unit, NGO Community, Council) _____

3. Premises and Structure

What is the principal construction material of the building (e.g., bricks, wood, mud)

–

Construction material of floor _____

Net interior floor space of each room to be used as a classroom. _____

3.1 Type _____ (e.g. play room 1)
 Room 1 _____ m² _____
 Room 2 _____ m² _____
 Room 3 _____ m² _____
 Room 4 _____ m² _____
 Room 5 _____ m² _____

4. Toilets and washing facilities

Total number of toilets for children _____
 Number of toilets for staff _____
 General washing facilities _____

5. Kitchen

Washable walls Yes/No _____
 Storage space Yes/No _____
 Type of storage (shelves, pantry, fridge, cardboards) _____

6. Outdoor Area

Size _____
 Fenced: Yes/No _____
 Secure gate: Yes/No _____
 Shade: Yes/No _____

7. Provision

Proposed number of classes _____
 Proposed number of children per class/Room
 0-2 ½ year old _____
 2 ½ -4 year old _____
 4 -6 year old _____
 No. teachers/caregivers _____
 No. teaching assistants _____
 No. support staff (specify) _____

8. Proposed programme.

Attach short outline of proposed programme (not more than two pages) how it shall meet the developmental needs of the children, learning principles and basic life skills.

9. Developmental Educational Material and Equipment:

Attach list of most basic indoor and outdoor materials and equipment to be used in the centre (show quantities).

10. Furniture.

Attach **list of furniture**, including number of tables and chairs and their size, cupboards and display facilities to be used in the centre.

11. First aid kit:

Yes/No _____

Heaters: Yes/No _____

Fire extinguisher: Yes/No _____

12. Attachments

Zoning approval/Land use permit : Yes/No _____

Fire inspection: Yes/No _____

Environmental health inspection: Yes/No _____

I/We declare that the information provided in this form is correct.

Signature _____

Date _____



Baby-Care, Day Care /Nursery and Pre-Primary Units

Environmental Health Report for Operation

Name of Centre/School	_____
Address	_____
Type	_____
	<i>(Council, NGO, Community, Private, School Unit)</i>
Name of Owner	_____
Contact Telephone Number	_____
Fax Number:	_____
E-mail:	_____

Premises – Health and safety	Yes	No
Play area free from hazard objects	___	___
Clean surroundings	___	___
Fenced	___	___
Secure gate	___	___
Access to Clean water	___	___
Structures		
Stable materials	___	___
Protects against rain	___	___
Protects against moisture	___	___
Protects against heat and cold	___	___
Adequate lighting	___	___
Adequate ventilation	___	___
Adequate acoustics (optional)	___	___
Adequate exit doors	___	___
Secure doors	___	___
Cleanable floors	___	___
Shielded electrical sockets and appliances (where applicable)	___	___
Structures in good state of repair	___	___
Kitchen		
Washable painted walls (in good state for mud)	___	___
Separate storage for food and utensils	___	___
Storage spaces above ground level	___	___
Clean	___	___
Toilets and Washing Facilities		
Junior toilets available	___	___
and separated from other areas and easily accessible	___	___
Separate staff toilets	___	___
Adequate number of toilets for both staff and children	___	___
Available adequate washing facilities	___	___
Clean surroundings	___	___

Outdoor Play Area

Adjoining building	___	___
Adequate size for number of children proposed	___	___
Shading	___	___
Level, free of sharp objects, and harmful plants	___	___
Equipment safely fixed	___	___
All equipment in good repair	___	___
Ornamental garden	___	___
Vegetable garden (optional)	___	___

Additional Basic Equipment

First aid kit	___	___
Fire extinguisher	___	___
Heaters in adequate number (where available)	___	___
Ceiling fans/air conditioning (where available)	___	___

Health

Availability of sick bay	___	___
Medication storage area out of reach of children	___	___

Recommended Number of children to be in the structures:

_____ (0-2 ½ years)

_____ (2 ½ -4 years)

_____ (4 – 6 years)

Recommendations and Major Reasons

Name of Inspector: _____

Council: _____

Signature: _____

Date: _____



Baby Care, Day Care /Nursery and Pre-Primary Units

Notice of Deficiency upon Application for Operation

To: _____
(Centre/Unit Owner)

Address: _____

Pursuant to quality service, you are hereby notified that the following deficiencies were noted to exist on the _____ (Day of inspection)

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

Take note that unless the deficiencies described on this form and any attached page(s) are corrected and rectified to the standard required the council may not consider your application to operate

Dated this _____ day of _____ year _____.

Signature: Authorised Officer



Official stamp



Baby Care, Day-Care/Nursery and Pre-Primary Units

Order of Deficiency after Regular Inspection

To: _____
(Name of Operator)

Address: _____

Pursuant to quality service, you are hereby **ORDERED** to correct and rectify to the standard required on the following deficiencies:

1. _____

2. _____

3. _____

4. _____

you are further instructed to comply fully with this order, before the _____ to avoid suspension or cancellation of the license to operate the above-mentioned Centre.

Dated this _____ day of _____ Year _____.

Signature of authorised Officer

Office Stamp

3. Does the child have any other beliefs required to be observed by the centre? ____ No
____ Yes
(Specify) _____

4 Has your child received his/her last immunisation as recommended by the health authorities? ____ No ____ Yes

5 Are there special reasons for placing your child in a centre? ____ No
____ Yes
What _____ are _____ the _____ reasons?

6 Does your child have a chronic medical condition or developmental problem?
____ No ____ Yes
What _____ are _____ the _____ problems?

I declare that I have given details of all known medical conditions of my child has.

_____ Signature

7. Conditions

- a) I accept that the details contained in this application will only be considered when accompanied by:
- i) A copy of the child's birth certificate.
 - ii) A report from a recognised health facility that the child does not have a contagious or communicable disease that might threaten the health of other children.
- b) Registration shall only take place upon offer of place in a centre and payment of fees in terms set by the centre.
- c) The registration fee may not be refunded in the event that I/we decide to send the child to another centre after registration in terms laid by the centre.
- d) If the child is withdrawn from the centre during the year, I/we shall inform the centre of the withdrawal before the first day of the month that the child is withdrawn, and shall pay the centre any outstanding fees.

I declare that all the details I have provided are correct. I verify that I have read the conditions of this agreement and that I accept them.

Date: _____

Parent(s)/Guardian(s) Signature: _____



Baby-Care, Day Care /Nursery and Pre-Primary Units

Child Medical Record Information

Surname: _____

Forename: _____

Address: _____

Medical Examination Results

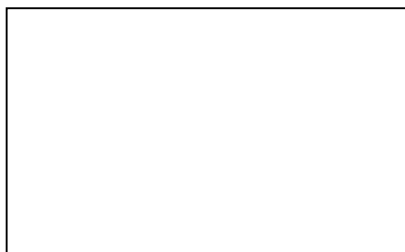
I have examined _____ . He/she is/not suffering from any functional or medical condition that may be of threat to other children at the school/centre.

Name of Physician/Nurse: _____

Signature: _____

Date: _____

Official stamp





Baby-Care, Day Care /Nursery and Pre-Primary Units

Staff Medical Record Information

Surname: _____

Forename: _____

Address: _____

Medical Examination Results

I have examined _____ . He/she is/not suffering from any functional or medical condition that may impinge on her work and the health of the children in her care.

Name of Physician/Nurse: _____

Signature: _____

Date: _____



Official Stamp



Baby-Care, Day Care /Nursery and Pre-Primary Units

Agreement with Parents/Guardian

Between (Name) _____ (centre) and
_____ (the parent/guardian)

Given that the parent/guardian(s) of _____ -
_____ (child) seek to place the child in the centre, and the centre has agreed to accept the child, it is agreed that:

- 1 The child shall stay in the centre on prescribed days from _____ to
- 2 _____, between the hrs of _____ and _____
- 3 The payment of fees shall be P _____ per month/term
- 4 This amount shall not be reduced if, for whatever reason, the child was not in the centre for the full month.
- 5 The parent/guardian undertakes that on the first day the child attends the centre the centre/unit shall be provided with a medical record indicating the health of the child.
- 6 The parent/guardian shall bring clothing/bedding for the child as may be needed by the centre for use by the child as may become necessary.
- 7 The parent/guardian agrees not to bring the child to the centre when the child is suffering from or is suspected of having a communicable or contagious disease.
- 8 Should a child suffer from any communicable disease then a health report from a health facility shall be required to declare him fit to join others without putting them at risk.
- 9 The parent/guardian agrees to participate in activities requiring his/her involvement in the care/education of the child.
- 10 The opening days of the centre are _____ to _____ and the parent/guardian may desire to collect the child at or before _____ time.
11. The parent/guardian will be informed of the days on which the centre will be closed no less than two weeks in advance.

Signature of the centre: _____

Signature of the guardian: _____

Date: _____



Baby-Care, Day Care /Nursery and Pre-Primary Units

General Inspection Report

Name of Council -----

Name of Centre _____

Address: _____

Telephone/Fax: _____

Type of Centre: *(NGO, school unit, Community, Council, Private)*

Date of Visit: _____

Service Inspected: _____
 (Baby-Care/Nursery/Pre-primary)

Assessment

Registration	Yes	No
Remarks		
Licence/permit to operate available	___	___
Land use permit available	___	___
Lease record available where applicable	___	___
Health Inspection Report	___	___
 Indoor Educational Materials		
Painting Materials	___	___
Colouring Materials	___	___
Books (Assorted)	___	___
Writing materials	___	___
Construction Materials	___	___
Puzzles (Assorted)	___	___
Colouring materials (Assorted)	___	___
Music Materials (Assorted)	___	___
Cutting Materials	___	___
Modelling materials	___	___
Indigenous traditional play materials	___	___
All materials easily accessible to children	___	___
All materials adequate for children	___	___
All materials in good repair	___	___
 Furniture		
Chairs	___	___
Tables	___	___
Storage space	___	___
Display boards/materials	___	___
Furniture light in weight	___	___

Furniture (cont.)	Yes	No	Remarks
Television sets	___	___	
Computers	___	___	
Radios	___	___	
All furniture in good repair	___	___	
Records			
Individual children's records	___	___	
Admitted ages appropriate	___	___	
Register for children	___	___	
Accidents Records	___	___	
Record of fees	___	___	
Financial records	___	___	
Children's development profiles	___	___	
Communication records to parents	___	___	
Insurance records	___	___	
Other available records	___	___ (specify)	
Staff			
Individual staff records	___	___	
Adequate trained staff	___	___	
Support staff	___	___	
Clearance and work permits (where applicable)	___	___	
Appropriate adult child ratio	___	___	
Outdoor Materials and Equipment			
Fixed equipment eg. slides, swings, frames etc.	___	___	
Play house/house materials/"mantlwane"	___	___	
Assorted equipment for sand play	___	___	
Water play materials	___	___	
Balls	___	___	
Bicycles/Tricycles	___	___	
Push-Pull toys	___	___	
Structures			
Principal construction material	___	___	
Protects against all forms of weather	___	___	
Adequate lighting	___	___	
Adequate ventilation	___	___	
Adequate acoustics (optional)	___	___	
Adequate exit doors	___	___	
Cleanable floor	___	___	
Electrical sockets shielded (where applicable)	___	___	
Structures in good state of repair	___	___	
Clean surroundings	___	___	
Rest Area for mothers (if applicable)	___	___	
Health and safety			
Play area free from hazard objects	___	___	
Clean surroundings	___	___	
Fenced and secure entrances	___	___	
Access to Clean water	___	___	
Adequate play area	___	___	
First aid kit	___	___	
Fire extinguisher	___	___	
Shielded electric sockets (where applicable)	___	___	

Health and Safety (cont.)	Yes	No	Remarks
Heaters adequate (where applicable)	___	___	
Ceiling fans/air conditioning (where applicable)	___	___	
Availability of sick bay	___	___	
Medication storage area out of reach of children	___	___	
Kitchen	Yes	No	
Remarks			
Washable painted walls (in good state for mud)	___	___	
Separate storage for food and utensils	___	___	
Storage spaces above ground level	___	___	
Clean	___	___	
Meals			
Snack provided for ½ day operation	___	___	
Formulas available where applicable	___	___	
Cooked meal provided for full day operation	___	___	
Records of meals/menus available	___	___	
Toilets and Washing Facilities			
Adequate toilets for children	___	___	
Separate staff toilets	___	___	
Available adequate washing facilities	___	___	
Outdoor Play Area			
Adjoining building	___	___	
Adequate size for number of children	___	___	
Shade available	___	___	
Adequate equipment for number of children	___	___	
Equipment safely fixed	___	___	
All equipment in good repair	___	___	
Ornamental garden	___	___	
Vegetable garden (optional)	___	___	
Teaching/Learning			
Programme outline	___	___	
Activities schedules	___	___	
Effective use of materials by children	___	___	
Skills in teaching/guiding children	___	___	
Children's learnt skills displayed	___	___	

General Observations:

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Name of Inspecting Officer _____

Date: _____