

Early Childhood Development Centre Reference Guide for Registration with the Department of Social Development

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ABBREVIATIONS

CJCP Centre for Justice and Crime Prevention

DoE Department of Education

DSD Department of Social Development

ECD Early Childhood Development

EPWP Expanded Public Works Programme

Early Childhood Development Centre Reference Guide for Registration with the Department of Social Development



This document describes the minimum norms and standards required by the Department of Social Development for the registration of early childhood development centres.

ABOUT THE CJCP

The CJCP is a South African research NGO working in the field of violence prevention and safety, in South Africa and the region, with a particular focus on children and youth. The organisation has extensive experience in the field of child protection and safety; child and youth victimisation; online child protection, risks and opportunities; and school violence. The organisation works both nationally in South Africa, and regionally and consults internationally.

Since its establishment in 2005, the CJCP has worked with a number of National and Provincial government departments in South Africa, including the Departments of Basic Education, Communications and Social Development, as well as the Presidency, to formulate evidence-based policy on issues of child safety, both online and offline, and to develop appropriate implementation frameworks and mechanisms for national and provincial policies and strategies. The organisation has also worked with a number of regional governments and international agencies on issues of violence against children, child safety and protection, and specifically child online safety. Specific examples include the current development of a child online safety strategy for UNICEF Namibia, development of a National Schools Safety Framework in 2014/15, and the development of a Children's Empowerment and ICT strategy with the South African Department of Communications. Further, the CJCP is the South African implementation partner of Global Kids Online: an international extension of the EU Kids Online project, in partnership with UNICEF Office of Research at Innocenti, and the London School of Economics and Political Sciences (LSE). The CJCP is also leading a team of experts undertaking a child online-protection scoping and mapping study in five countries in the MENA region: Tunisia, Algeria, Morocco, Egypt and Jordan. In addition, it is providing technical assistance to UNICEF Namibia and the Namibian University of Technology in exploratory research into child online-protection and ICT opportunities in Namibia, and is undertaking a scoping exercise on child online-protection in Uganda.

The organisation has extensive experience in conducting both large-scale epidemiological studies on violence relating to children, best evidenced through the National Optimus Foundation Study on Child Abuse, Violence and Neglect, a study of 10,000 children and adolescents; as well as smaller scale qualitative and policy-oriented studies, including a comprehensive desktop study on violence against children, undertaken for UNICEF South Africa and the National Department of Social Development, in 2011. The organisation has extensive experience in conducting large-scale epidemiological studies on violence relating to children, best evidenced through the National Optimus Foundation Study on Child Abuse, Violence and Neglect: a study of 10,000 children and adolescents. In addition, they have conducted smaller scale qualitative and policy-oriented studies, including a comprehensive desktop study on violence against children, undertaken for UNICEF South Africa and the national Department of Social Development, in 2011.

The organisation also designs and delivers intervention and training material for both government and civil society, and regularly presents research on children and online safety at national and international fora. The organisation has undertaken work in South Africa, the Democratic Republic of Congo, Mozambique, Namibia, Kenya, South Sudan and Ethiopia.

INTRODUCTION

This document serves as a guide for Early Childhood Development (ECD) practitioner capacitation. It is intended to be used as a reference and training tool for ECD practitioners, parents and community workers. This guide was developed as part of the Centre for Justice and Crime Prevention's early-crime prevention work.

OUTLINE

This guide contains the following content:

1. Terminology
2. The legislation that addresses ECD centres
3. The registration process
4. Information on accessing funds
5. The minimum norms and standards that ECD centres have to adhere to

TERMINOLOGY

1. **An ECD service** is described as a service that intends to promote the development of children from birth to school-going age, which is provided regularly by a person who is

not a child's parent or caregiver. For example, an ECD service may be a crèche, a pre-primary school or a home-based intervention focused on the development of young children.

2. **An ECD programme** is a programme, planned within an ECD service, which intends to provide learning and support suitable to a child's level of development. It is a planned schedule of activities designed to promote development.¹

ECD services offered in a facility or centre are one of a number of different types of partial care.

Partial care is defined as any person (paid or unpaid) taking care of children on behalf of their parents or caregivers when:

1. The total number of children cared for is more than six
2. Care is provided during set hours of the day or night or for a brief period
3. The terms of care are agreed to by the parent or caregiver and service provider²

There is an important difference between an ECD programme and a partial care service.

A partial care service is offered to children who gather together in a private or public structure or facility, such as a day-care service, a crèche or drop-in centre. A partial care service can offer more than one programme, for example, the same centre could run an ECD programme in the morning and an after-school programme in the afternoon.

An ECD programme is not necessarily limited to a specific facility, for example, children and caregivers can gather at community play parks or in family homes for regular ECD activities. Through the notion of ECD programmes, the Act recognises a number of different ways to provide suitable learning and support to children, including methods that are not centre-based. The Act therefore legitimises ECD programmes and services that are offered, for example, in family homes and communities.³

ECD AND EARLY PREVENTION

ECD services and programmes play an important role in early prevention, which is the addressing of social problems in the early stages. ECD services promote young children's development and

this includes ensuring the safety and protection of children and the prevention of harmful situations. ⁴

ECD promotes early prevention in the following ways:

1. Strengthening family relationships
2. Developing parenting skills and caregivers' ability to protect the wellbeing and best interests of their children, especially children with disabilities. Such programmes should promote positive discipline
3. Promoting healthy relationships within the family
4. Providing psychological, rehabilitation and therapeutic programmes for children. Such programmes offer support to children who may be experiencing psychological or behavioural problems
5. Preventing the neglect, exploitation and abuse of children and other failures to meet children's needs
6. Preventing family problems from recurring so that they don't harm children or interfere with their development
7. Stopping problems from getting so bad that children need to be removed from the family and placed in children's homes or foster care
8. Keeping children and families together⁵

LEGISLATION

The legislation that applies to ECD centres is the Children's Act of 2005. There is a new National Integrated Early Childhood Development Policy that should be integrated with this document when finalised.

REGISTRATION

Registration of ECD services requires a dual registration process:

1. Registration as a partial care facility (Form 11)
2. Registration of ECD programme (Form 16)

Both forms must be completed and submitted to the provincial head of the Department of Social Development.

FORM 11: REGISTRATION AS A PARTIAL CARE FACILITY

The following documents must be submitted with Form 11:

1. Business plan/organizational profile. The business plan should include the following:
 - a) Hours of operations
 - b) Fee structure
 - c) Day care plan
 - d) Staff composition
 - e) Disciplinary policy ⁶
2. Qualifications/skills and experience of the applicant
3. Description of the content of the programme to be offered including aims and objectives
4. Constitution of the organisation
5. The constitution must include the following:
 - a) The name of the partial care facility
 - b) The type or types of services to be provided
 - c) The composition, powers and duties of the management
 - d) The powers, obligations and undertaking of management to delegate all authority with regard to care, behaviour management and development of children to the head of the partial care facility, where applicable
 - e) The procedure for amending the constitution
 - f) A commitment from the management to ensure compliance with the national norms and standards for partial care facilities ⁷
6. Approved copy of the building plan
7. Emergency plan
8. Health permit/certificate
9. Clearance certificate
10. Weekly menu
11. Contract with the owner of the building/lease, if the building is not owned by the applicant ⁸

In addition to the above, Form 11 must be accompanied by a report from a social worker or social service professional. Applicants are advised to contact their local DSD and ask for assistance with this process. ⁹

FORM 16: REGISTRATION OF ECD PROGRAMME

The following documents must be submitted with Form 16:

1. The name and identity number of the applicant
2. The physical and postal address of the applicant
3. The contact particulars of the applicant
4. The particulars of the early childhood development programme in respect of which the application is made
5. An implementation plan for the early childhood development programme in respect of which the application is made
6. The staff composition of people who will be responsible to provide the early childhood development programme
7. The financial statements of the partial care facility
8. A clearance certificate issued by the Director-General and the Director-General of Justice and Constitutional Development, respectively to the effect that the name of the applicant and staff members do not appear in Part B of the National Child Protection Register or the National Register for Sex Offenders
9. A health certificate issued by the local municipality¹⁰

The provincial head of DSD will have the option to issue a certificate of registration, a conditional registration or renew an existing registration.

CONDITIONAL REGISTRATION

This means that the ECD application meets some of the requirements, but not all. Conditional registration allows the ECD centre to begin operations, while working to address the shortcomings identified in the application process. The conditional registration will:

1. Specify the type of ECD programme or ECD centre that may (or must) be provided
2. State the period for which the conditional registration will remain valid
3. Spell out any additional requirements¹¹

DSD is required to assist in this process if they are asked.

RENEWING REGISTRATION

To renew an existing registration, the same Form 11 and 16 is used. ECD centres must renew their registration every five years.

ACCESSING FUNDING

DSD FUNDING

The different provinces use different funding application forms that can be obtained from the local DSD office. More than 90% of DSD's funding of ECD takes the form of per-child-per-day subsidies paid to ECD centres for children whose caregivers qualify in terms of an income-based means test. The different provinces use different means tests and pay different subsidy amounts. Only registered ECD centres may apply for subsidies from DSD. There is no obligation nor are there requirements that DSD will fund every ECD that applies for funding subsidies. DSD sets aside a budget amount every year. It is important to note that DSD funding is regarded as a subsidy, which means it is not intended to cover all the costs related to ECD service delivery.¹²

The following documents are required to apply for DSD funding:

1. A copy of the constitution signed and dated
2. Financial report of the past year
3. Contract with the owner of building/lease
4. Business Plan/Service Plan
5. NPO registration certificate¹³

Subsidy applications based on means tests will generally require the following details to be provided for each child that a subsidy is being applied for:

1. Proof of income of parents (for example a payslip, an affidavit, a printout from the South African Social Security Agency (SASSA), or a confirmation letter from the local municipality or a headman)
2. Copies of the parents' IDs
3. Birth certificate of the child¹⁴

DEPARTMENT OF EDUCATION FUNDING

The Department of Education (DoE) provides funding for the training fees and a stipend for the person being trained. The training fee is paid directly to the training service provider. In some provinces, the stipend is also paid through the service provider but in other provinces, it is paid through the centre where the person is being trained.¹⁵ DoE also provides funding for provision of materials and community-based Grade R programmes registered at independent schools.¹⁶ Funding applications are made through the provincial offices.

EXPANDED PUBLIC WORKS PROGRAMME

The Expanded Public Works Programme (EPWP) has the following ECD-related components:

1. Increasing the number of registered ECD centres and subsidised children, and the subsidy value
2. Training of ECD practitioners servicing the 0-4 age group ¹⁷

Funding applications are made through the provincial offices.

ESTIMATED COSTS FOR RUNNING AN ECD CENTRE

Table 1: Estimated Costs in 2013 for Running an ECD Centre ¹⁸

Cost Items	2013	Recurrence
Principal/Centre Manager	R 7 000.00	Monthly
Administrator/Book-keeper	R 6 000.00	Monthly
ECD practitioners	R 3 500.00	Monthly
Food	R 2 600.00	Monthly
Staff training	R850.00	Monthly
Printing & stationery	R500.00	Monthly
Cook	R 2 000.00	Monthly
Cleaners	R 1 500.00	Monthly
Gardener	R 1 500.00	Monthly
Cost of rental of premises and services i.e. water, lights, etc.	R 2 000.00	Monthly
Educational, Learning and Support Material	R 30 000.00	Every two years

NORMS AND STANDARDS

The norms and standards for running an ECD centre focus mainly on the following 14 areas:

Figure 1: Norms and Standards

ECD
Norms
and
Standards

Operational Norms and Standards

- Skilled and qualified staff
- A safe environment
- Proper care for sick children
- Space and ventilation
- Clean water
- Toilet facilities
- Safe storage
- Refuse disposal
- Hygiene
- Separating ages
- Dealing with emergencies
- Health care
- Responding to child abuse and neglect
- Administration

Programmatic Norms and Standards

- The provision of appropriate developmental opportunities
- Programmes aimed at helping children to realise their full potential
- Caring for children in a constructive manner and providing support and security
- Ensuring development of positive social behaviour
- Respect for and nurturing of the culture, spirit, dignity, individuality, language and development
- Meeting emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs

QUALIFIED AND SKILLED STAFF

An applicant for registration of an early childhood development programme must possess the following qualifications, skills and training:

1. The National Certificate in Early Childhood Development at National Qualification Framework (NQF) Level 1 to 6 of the South African Qualifications Authority
2. An appropriate early childhood development qualification or a minimum of three years' experience of working in the early childhood development field
3. Appropriate knowledge about early childhood development
4. The ability to identify, record and report on the progress and developmental needs of the child to inform early childhood development opportunities and interventions
5. The ability to design and produce stimulating indoor and outdoor activities and routines according to the developmental needs of the children
6. The ability to stimulate, extend and promote all-round development through appropriate adult-child, adult-adult and child-child interactions to enhance emotional, cognitive, spiritual, physical and social development
7. The ability to create awareness of, promote and ensure the all-round safety, protection, security, rights and development of the child according to his or her needs in conjunction with community resources
8. The ability to provide early childhood development programmes that are appropriate to the needs of the children to whom the services are provided, including children with disabilities, chronic illnesses or other special needs
9. The ability to implement systems, policies and procedures and to manage physical, financial and human resources ¹⁹

A SAFE ENVIRONMENT FOR CHILDREN

1. Children must experience safety and feel cared for whilst at the partial care facility
2. Premises inside and outside must be safe, clean and well-maintained
3. Equipment used must be safe, clean and well-maintained
4. There must be adult supervision at all times
5. The structure must be safe and weatherproof
6. Floors must be covered in washable and easy-to-clean material that is suitable for children to play and sleep on, and walls must be safe and easy to clean
7. All reasonable precautions must be taken to protect children and staff from the risk of fire, accidents or other hazards
8. Safety measures must be undertaken when transporting children. Such safety measures include ensuring that:
 - a. Transport operators transporting children are registered, suitably trained, screened against Part B of the Child Protection Register, and possess the

necessary licences and permits as prescribed by the National Land Transport Transition Act and other relevant national transport policies and regulations determined by the Department of Transport

- b. The requirements published by the Minister of Transport periodically in terms of the National Land Transport Transition Act, 2000 are adhered to
- c. Transport is appropriate to the ages of children transported and that it is accessible and suitable to children with disabilities and other special needs
- d. Transport providers comply with safety measures regulated by the Department of Transport, including adherence to speed limits and that all passengers are seated regardless of the transport mode used
- e. Vehicles used to transport children are safe and have the necessary safety characteristics, such as windows and doors opening instructions, safety equipment and appropriate speed devices
- f. Children are not transported in open vehicles
- g. There is an adult supervisor in a vehicle transporting children under the age of nine years
- h. There is no overloading of children in vehicles²⁰

PROPER CARE FOR SICK CHILDREN OR CHILDREN WHO BECOME ILL

1. Staff must have the ability to identify children who are ill and be able to refer them for appropriate health services
2. Policies and procedures relating to the health care of children whilst at the partial care facility must be in place. Such policies and procedures must cover the following:
 - a. Criteria for identifying ill children
 - b. Safe keeping of all medication at a partial care facility
 - c. Procedures for dealing with children who are ill and
 - d. Guidelines for preventing the spread of diseases at the partial care facility
3. The following procedure regarding children who are ill must be adhered to:
 - a. After identifying children who are ill, the illness or problem must be reported to the parent(s), care-giver or family as soon as possible
 - b. The child must be removed from other children to a safe place or room designed to care for ill children
 - c. Any child assessed to have an infectious disease (measles, chickenpox, etc.) must be immediately isolated from other children and referred to the nearest hospital or clinic for further assessment and treatment

- d. If a child is already on prescribed medication, that child must receive the medication as prescribed and as advised by the parents and
 - e. In cases of emergency, the child must be taken to the nearest hospital or clinic for treatment and appropriate referral
4. The following medical records must be kept:
 - a. Up-to-date records of each child’s medical history
 - b. Records of each child’s immunisation programme and vitamin A schedule and
 - c. Records of health incidents and accidents occurring at the facility
5. Every partial care facility must have a first-aid kit

ADEQUATE SPACE AND VENTILATION

1. The partial care facility must have adequate ventilation and sufficient light
2. Space for different activities and functions must be clearly demarcated
3. Where applicable, new buildings and alterations to buildings must comply with the building standards as set out by the National Building Regulations and Building Standard Act

SAFE DRINKING WATER

1. Safe and clean drinking water must always be available
2. Where water is not from a piped source, it must be treated and made safe using approved national health guidelines for the treatment of water by adding one teaspoon of bleach to 25 litres of water
3. All water containers must be covered at all times

HYGIENIC AND ADEQUATE TOILET FACILITIES

1. Partial care facilities catering for toddlers must have potties, toilets and washbasins
2. Toilet and hand washing facilities must be reachable for children over the age of three years
3. For children up to the age of three years—
 - a. There must be appropriate toilets
 - b. Where there are no sewerage or ablution facilities, potties must be made available
 - c. Every child under the age of three years must have his or her own potty
 - d. Waste from potties must be disposed of hygienically

- e. Potties must be cleaned after use and disinfected in a properly demarcated area and
 - f. There must be a clearly demarcated nappy changing area with a surface that can be easily cleaned: this area must be situated away from the food preparation area
4. For children between the ages of three and six years—
 - a. Where sewerage systems are available, there must be one toilet and one hand washing basin for every 20 children
 - b. Where no sewerage facilities are available, an appropriate toilet must be available at the partial care facility or immediately adjacent to the partial care facility
 - c. Where no running water is available, there must be a minimum of 25 litres of drinkable water supplied on a daily basis
 - d. Where no washbasins are available, one suitable container for every 20 children must be made available, provided that such container is cleaned and changed regularly and closed and
 - e. All toilets must be safe and hygienic
 5. For children of six years and older, there must be—
 - a. Hygienic and safe toilets and
 - b. One toilet and one hand washing basin for every 20 children
 6. There must be adult supervision at all times when children use the toilet
 7. Where applicable, the local authority regulations and by-laws in respect of physical characteristics of building and health requirements must be adhered to

SAFE STORAGE OF ANYTHING THAT MAY BE HARMFUL TO CHILDREN

1. Medicine, cleaning substances and any dangerous substances must be kept out of reach of children
2. Medicine and dangerous substances must be kept in separate locked or childproof cupboards
3. Dangerous objects, materials, sharp instruments and utensils must be kept out of reach of children
4. Dangerous substances may not be used in the vicinity of children
5. Electrical plugs must be covered
6. Paraffin, gas and other electric appliances must be kept out of reach of children
7. Cleaning agents must be kept in clearly marked containers and out of reach of children

ACCESS TO REFUSE DISPOSAL SERVICES OR OTHER ADEQUATE MEANS OF DISPOSAL OF REFUSE GENERATED AT THE PARTIAL CARE FACILITY

1. Where possible, refuse must be disposed of according to municipality regulations
2. Waste disposal methods must be safe and covered
3. Waste must be kept out of reach of children
4. Waste disposal areas must be disinfected regularly

A HYGIENIC AREA FOR THE PREPARATION OF FOOD FOR CHILDREN

1. There must be a separate, clean and safe area for the preparation of food, as well as for cleaning up after food preparation
2. There must be a separate clean and safe area for serving food to the children
3. There must be cooling facilities for storage of perishable food
4. The food preparation area must be clearly marked and out of reach of children
5. There must be a sufficient supply of clean water, as well as cleaning agents
6. There must be sealed containers to store all prepared food before serving such food

MEASURES FOR THE SEPARATION OF CHILDREN OF DIFFERENT AGE GROUPS

1. Where possible, children must be separated into the following age categories in separate rooms or places to ensure their development:
 - a. Children under the age of 18 months
 - b. Children between the ages of 18 and 36 months
 - c. Children between the ages of three and four years and
 - d. Children between the ages of four and six years
2. Where a partial care facility provides after-care facilities to children of school going age, these children must be kept separate from the children in the above-mentioned age groups in order to ensure that they are able to rest and complete their homework upon their return from school
3. Where more than 50 children are enrolled for a full day at a partial care facility, there must be a separate room or place to be used as an office and as a sickbay

THE DRAWING UP OF ACTION PLANS FOR EMERGENCIES

1. Reasonable precautions to protect children from risk of fire, accidents and other hazards must be taken
2. Policies and procedures for dealing with structural and environmental emergencies and disasters must be in place

3. Emergency procedures with relevant contact details must be visibly displayed
4. Emergency plans must include evacuation procedures
5. Emergency plans must be up-to-date, regularly tested and reviewed
6. Staff must be trained in dealing with emergencies
7. Children must be made aware of emergency procedures

THE DRAWING UP OF POLICIES AND PROCEDURES REGARDING HEALTH CARE AT THE PARTIAL CARE FACILITY

Policies must—

1. Include procedures to deal with infectious diseases at the partial care facility
2. Include procedures for dealing with the medical needs of sick children and of children with chronic illnesses
3. Ensure that there are standards relating to cleanliness and hygiene at the partial care facility
4. Ensure that there is an adequate supply of cleaning agents and towels at the partial care facility
5. Provide for the training of staff in first aid
6. Include record keeping and registers pertaining to storage and use of medicines at the partial care facility
7. Promote confidentiality when dealing with health-related information
8. Encourage staff to take care of their health, undergo regular medical check-ups
9. Include procedures to deal with contagious diseases contracted by staff in order to prevent transmission to children and
10. Promote ongoing staff training and development on keeping a healthy environment, identifying illnesses, preventing the spread of diseases and infectious diseases, as well as promoting universal health precaution ²¹

RESPONDING TO CHILD ABUSE AND NEGLECT

ECD staff are required by law to report any suspected neglect or physical and sexual abuse of children in their care, irrespective of where the suspected abuse took place. The Children's Act regulations describe the indicators of child neglect and abuse in detail under Section 35. ²² There is a specific form that is used when making these reports (Form 22).

ADMINISTRATION

ECD Register

The ECD management must maintain a register where the following details are kept:

1. The full name, sex, date of birth and identity number of each child
2. The names, addresses and contact particulars of the child's parent, primary care-giver or family members
3. The date of the child's admission to the partial care facility and the date of discharge from partial care
4. Any disability, chronic medical condition or dietary requirement, and any other critical information for the care and development of the child
5. Any period of absence of the child from the partial care facility ²³

Child Files

Each child must have an individual file where the following information is kept:

1. All documents relating to the child received at the time of admission
2. Any document or correspondence relating to the child
3. Reports and notes by the provider of a programme within a partial care facility on any developmental delay or disability of the child with particular reference to any possible deviation from the normal development of the child with regard to his or her age
4. Reports and notes by the provider of a programme within a partial care facility on any irregular behavioural pattern of the child
5. Reports and notes on any injury or bruise observed during the daily care of the child, including any observations which may relate to the possible abuse of the child
6. Any irregular or dysfunctional behaviour of a child in a partial care facility must be brought to the attention of the parent or the caregiver of the child
7. Each child's caregiver must receive a quarterly progress report on the child's development and behaviour
8. All files must be kept for at least three years after the child has left the ECD centre ²⁴

Child Discipline Register

A disciplinary register must be kept in which the name of the child, the nature of the behaviour in respect of which discipline was imposed and the nature of the disciplinary measure must be recorded. ²⁵

Staff Documentation

1. A file must be kept of each staff member employed at a partial care facility, including any period of absence from the partial care facility
2. All managerial or supervisory staff employed at the ECD centre must have:
 - a. The ability to implement a programme for early childhood development, where applicable, at the level in respect of which that partial care facility has been registered
 - b. The ability to write reports and notes
 - c. The ability to identify irregular and dysfunctional behaviour in a child
 - d. Basic numeracy skills
 - e. A basic knowledge about child development
 - f. The ability to assess age-related developmental milestones
 - g. Be able to communicate with the child in a language, including sign language, which such child understands ²⁶

All staff must provide the ECD centre with the following documents:

1. Certified copy of ID book or work permit
2. Proof of skills
3. Criminal records clearances to indicate staff and management are not registered on the National Child Protection Register or Sex Offenders Register: it is an offence, punishable by up to 10 years in prison, or a fine, or both, to allow someone access to children if the person has been declared unsuitable to work with children

INSPECTION

1. All ECD centres are subject to inspection by a person designated by DSD
2. A report will be submitted to DSD after the inspection regarding the compliance of the ECD centre to the norms and standards
3. Inspections should take place every five years, or less if the ECD centre was granted a conditional registration
4. The ECD centre's registration may be cancelled as a result of non-compliance noted in the inspection ²⁷

ASSESSMENT

1. All early childhood development programmes must be subjected to assessment and monitoring to determine compliance with the national norms and standards for early childhood development
2. The assessment will be carried out by a person designated by the provincial head of social development

3. All assessment and monitoring visits must be followed by a full report and development plan
4. Assessment and monitoring of early childhood development programmes must take place every two years ²⁸

NORMS AND STANDARDS FOR ECD PROGRAMMES

For the purposes of section 94(2) of the Act, the following are **national norms and standards** for early childhood development programmes:

The provision of appropriate developmental opportunities

1. Programmes must—
 - a. Be delivered by members of staff who have the knowledge and training to deliver developmental programmes
 - b. Be appropriate to the developmental stages of children
 - c. Respect and nurture the culture, spirit, dignity, individuality, language and development of each child
 - d. Provide opportunities for children to explore their world and
 - e. Be organised in a way that each day offers variety and creative activities

Programmes aimed at helping children to realise their full potential

1. Children must receive care, support and security
2. Programmes must promote children's rights to rest, leisure and play through the provision of a stimulating environment
3. Programmes must promote self-discovery
4. Programmes must be evaluated and monitored
5. Programmes must promote and support the development of motor, communication and sensory abilities in children
6. Programmes must promote self-control, independence and developmentally appropriate responsibility
7. Activities must promote free communication and interaction amongst children
8. Programmes must respect and nurture the culture, spirit, dignity, individuality, language and development of each child

Caring for children in a constructive manner and providing support and security

1. Creative play and exploratory learning opportunities must be provided to children
2. Programmes must adhere to the following conditions:

- a. Toilet facilities must be safe and clean for children
 - b. Where there are no sewerage facilities, sufficiently covered potties must be available
 - c. Every child under the age of three years must have his or her own potty
 - d. For ages three to six years, one toilet and one hand washing basin must be provided for every twenty children
 - e. There must be a place for the bathing of children
 - f. Discipline must be effected in a humane way and promote integrity with due regard to the child's developmental stage and evolving capacities: children may not be punished physically by hitting, smacking, slapping, kicking or pinching
3. Programmes must adhere to policies, procedures and guidelines related to health, safety and nutrition practices. These must relate to—
 - a. Practices aimed at preventing the spread of contagious diseases
 - b. At least one meal per day must be provided
 - c. All meals and snacks should meet the nutritional requirements of children and
 - d. Where children are bottle-fed, a suitable facility must exist for cleaning the bottles and
 - e. Children must be supervised by an adult at all times
 4. Programmes must meet the following requirements in relation to staff:
 5. Staff must be trained in implementing early childhood development programmes
 6. Staff must be equipped with basic information, knowledge and skills to recognise children's serious illnesses and how to deal with those
 7. Staff must be trained in first aid
 8. The staff-to-child ratio must—
 - a. For children between the ages one month and 18 months be 1:6
 - b. For children between the ages 18 months and three years be 1:12
 - c. For children between the ages three and four years be 1:20 and
 - d. For children between the ages five and six years 1:30 and
 - e. For every staff member stipulated above, there must be an assistant

Ensuring development of positive social behaviour

1. Programmes must promote understanding of and respect for diversity in gender, language, religion and culture
2. Activities must include parents and care-givers in the development of positive social behaviour in children

3. Programmes must promote the development of positive social values
4. Programmes must be conducted in a non-discriminatory manner
5. Staff must demonstrate behaviour that promotes positive behaviour by modelling attitudes and interactions with children

Respect for and nurturing of the culture, spirit, dignity, individuality, language and development of each child

1. Programmes must promote appreciation and understanding for children's culture and language
2. Educators must utilize one medium of instruction in class
3. Children must be allowed to communicate in the language of their choice and preference outside class
4. Cultural diversity must be encouraged and respected by educators and children alike
5. Programmes may, where appropriate, facilitate late birth registration
6. Programmes must contribute to the development of a sense of identity in children

Meeting the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs of children

1. Programmes must be appropriate to the developmental stages and evolving capacity of children
2. Programmes must ensure that parents and care-givers are involved in the development of children
3. Programmes must provide education and support to parents, caregivers and families to fulfil their responsibilities towards child-rearing and the holistic development of their children
4. Programmes must be accessible to especially vulnerable children in their homes
5. For children up to three years of age, programmes should, as much as possible, include household visits for increased accessibility to children
6. Programmes must promote cognitive development in children
7. Programmes must promote the development of fine sensory and motor skills in children
8. Activities must promote a positive relationship between the centre, families and the community
9. Programmes must teach age appropriate self-control and independent behaviour
10. Existing community resources and strengths must be utilised in promoting the development of children

11. The emotional needs of children must be addressed and children must be encouraged to express their emotions in a safe, supportive and protective environment
12. Parents, care-givers and families of vulnerable children, children with disabilities and child-headed households must be provided with information, knowledge and skills to promote the development of their children
13. Children must be enabled to develop a positive sense of identity and self-worth
14. Programmes must be based on an integrated approach
15. Children should feel valued and respected when participating in activities ²⁹

DEPARTMENT OF SOCIAL DEVELOPMENT CONTACT DETAILS

Figure 2: Provincial DSD Contact Details ³⁰

Province	Address	Tel	Fax
Gauteng	Thusanong Building, 11th Floor, 69 Commissioner Street, Johannesburg	(011) 355 7687/7977/ 7878	(011) 355 7694/7753
Limpopo	Department of Health and Social Development Building, 18 College Street, Polokwane	(015) 293 6004/6054/ 6011/6053	(015) 293 6150/6060/ 6170/6211/6060
North West	Provident Building, 4th Floor, University Drive, Mabatho	(018) 387 3434/0255/ 3497/0281	(018) 384 5521/6219/5967
Mpumalanga	7 Government Boulevard, Building 3, Riverside Park, Extension 2, Nelspruit	(013) 766 3098/3253/ 3031	(013) 766 3475/3464/3463
Free State	Old Mutual Building, 4th Floor, Maitland Street, Bloemfontein	(051) 400 0302 / 0304/0307	(051) 400 0224/8156
Eastern Cape	Corner of Hockley and Hargreaves Street, Beacon Hill, King Williams Town	(043) 605 5000	
KwaZulu- Natal	Main City Building, 5th Floor, 210 Langalibalele Street, Pietermaritzburg	(033) 264 5400	(033) 264 5435
Western Cape	Union House, 7th Floor, 14 Queen	(021) 483 3858/3765/ 3158/5445	(021) 483 3887

Province	Address	Tel	Fax
	Victoria Street, Cape Town		
Northern Cape	Mimosa Complex, Barkly Road, Homestead, Kimberley	(053) 807 5600	(053) 807 5603 / (053) 871 1062

(Department of Social Development, 2015)

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⁵ (Berry, Jamieson, & James, 2011)

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⁷ (Republic of South Africa, 2010)

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¹¹ (Berry, Jamieson, & James, 2011)
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¹⁵ (Berry, Jamieson, & James, 2011)
¹⁶ (Giese, Budlender, Berry, Motlatla, & Zide, 2011)
¹⁷ (Giese, Budlender, Berry, Motlatla, & Zide, 2011)
¹⁸ Adapted from Department of Social Development (12 March 2013)
¹⁹ (Republic of South Africa, 2010)
²⁰ (Republic of South Africa, 2010)
²¹ (Republic of South Africa, 2010)
²² (Republic of South Africa, 2010)
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²⁶ (Republic of South Africa, 2010)
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