



Early Childhood Development Information Packet



John Connors, Kimberlee Kocienski, Michael
Sheahan, Maggie Velloso

December 15th, 2015

Abstract:

This document was created by the 2015 WPI Cape Town Project Centre's Flamingo Heights Team in partnership with the Centre for Early Childhood Development as a part of the Interactive Qualifying Project at Worcester Polytechnic Institute. WPI has worked with Flamingo Heights Informal Settlement in Lansdowne, Cape Town, South Africa in previous years for reblocking the community as well as designing and constructing of a crèche. This document is meant to serve as an aid in establishing a crèche in informal settlements. The goal is to provide the proper guidance and tools for understanding the steps from crèche start-up to government registration and subsidy.

Authors: John Connors, Kimberlee Kocienski, Michael Sheahan, Maggie Velloso

WPI Project Advisors: Nicola Bulled and Scott Jiusto

Series Editor: Scott Jiusto

Project Partners: CECD, ISN, CORC, SASDI Alliance, ELRU, FCW

Project Website: For much more on the project from which this report derives, please see <http://wp.wpi.edu/capetown/projects/p2015/cecd/>

CTPC Publication Date: December 2015

About the WPI CTPC Community Resources Series

Community Resources publications are designed to assist residents, community-based and non-profit organizations, local government, students, educators and others working toward sustainable community development in disadvantaged communities in South Africa and elsewhere.

Documents may be downloaded at <http://wp.wpi.edu/capetown/resource-library/>. If you have inquiries or would like permission to reproduce, republish, or substantially adapt the content of this document for other non-profit purposes, please contact us at ctpc@wpi.edu.

The Cape Town Project Centre (CTPC) is part of the Worcester Polytechnic Institute (WPI) Global Projects Program offering WPI students project opportunities in two dozen centers around the world. Each year, about 26 CTPC third-year undergraduate students from our US university work closely in small groups with local Cape Town organizations and communities on issues posed by our local partners. This report is one of a number of project outcomes produced during two months of fieldwork in Cape Town. See the CTPC website for more information: <http://wp.wpi.edu/capetown>.

Copyright © WPI 2015

Contents

Introduction.....	5
Why is ECD important?.....	5
Networking	5
Building.....	5
Opening a Space for Early Childhood Development	6
Creating Space	6
Gathering Funds	6
Interactive Design with Community and Partners	6
The Size and Shape of the Building	7
Crèche Construction Design Example.....	8
Outside View of the Building	8
Windows, Bathrooms, Ventilation, & Interior Formatting.....	9
An Aesthetically Pleasing Design	9
Example of a Final Crèche Design.....	10
Construction Timeline	10
Purpose of a Bill of Quantities & Budget.....	11
How to Create a Bill of Quantities	11
Example of a Bill of Quantities	12
Other Tips to Create a BOQ.....	12
Preparing the Site	13
Creating a Drainage Plan	14
Storm Water Drainage Plan.....	14
Leveling the Site	15
Ordering Materials	15
Laying the Foundation.....	16
Leveling the Concrete.....	16
The Frame.....	17
Constructing the Roof.....	17
Internal Cladding and Insulation	18
Kitchen and Bathroom.....	18
Interior Kitchen and Bathroom Design.....	19
Example of a Completed Building of a Crèche and Recreational Area.....	19
General Documents.....	20
Vision Example:	20
Mission Example.....	20

Logo Example.....	20
Letter Head	21
Sample ECD Centre Constitution	22
Operations Policy.....	28
Staff Policy	32
Child Protection Policy.....	35
Child Protection Policy Example	38
HIV/AIDS Policy Information	39
HIV/Aids Programme Information:.....	40
HIV/AIDS Policy Example	42
Code of Conduct - Staff.....	43
First Aid Box.....	44
Fire Extinguishers	46
Children’s Records	47
Application Form	47
Indemnity Form	49
Medical Form.....	50
Incident Report Form	52
Medicine Administration Chart	54
Children’s Attendance Register	56
Parent Contact Details.....	57
Employment Policy	58
Staff Recruitment Criteria.....	58
Induction Process	61
Letter of Appointment:.....	62
Employment Contract	63
Agreement Regarding the Reimbursement of Course Fees	67
Job Description - Teacher	69
Job Description - Cook.....	70
Job Description – Caretaker	71
Job Description – Principal	72
Disciplinary Procedures	73
Schedule of Disciplinary Actions.....	75
Written Warning.....	76
Record of Counselling Session.....	78
Grievance Procedure	80

Staff Contact Details	82
Staff Attendance Register	83
Staff Meeting Dates	84
Application for Leave	86
Registration: Unemployment Insurance Fund	88
Application for Registration as an Employer	89
Application for Illness Benefits	90
Application for Maternity Benefits	91
Educational Programmes	92
Daily Programme	92
Menu	93
Teacher's Lesson Plan	94
Observation Records	95
Sample Progress Report	96
PROGRESS ASSESSMENT: JUNIOR	102
Governing Body	107
Governing Body Contact Details	107
Duties of Governing Body Members	108
Code of Conduct for Governing Body Members	110
Registration	111
What Must be Done to Register an ECD Centre	111
Registration for Non-Profit Organisation (NPO)	112
Registration Procedure for Partial Care Facility Registration	113
Financial Administration	116
Banking Account Details	116
The Educare Centre should keep track of their bank account information including:	117
Receipt Book	118
Children's Fees Register	119
Petty Cash Book	120
Cash Book	121
Budget Examples	122
Income and Expenditure Statement	123
Fundraising	125
Ideas and Strategies	125
Extended Public Works Programme	127
Equipment	128

Inventory	128
Important Contact Information.....	130
Appendixes	131
Appendix 1: National Child Protection Register (Forms 29/30)	131
Appendix 2: Application for Partial Care Facility through Department of Social Development (Forms 11/16)	133
Appendix 3: City of Cape Town Registration Forms (Health Clearance/Food Clearance).....	137
Appendix 4: Department of Social Development Partial Care Facility Registration Checklist	146

Introduction

Little Paradise Educare Centre was built in Flamingo Heights in 2014 as a part of their reblocking and upgrading process. An early childhood development opportunity was brought about by collaboration between the Centre for Early Childhood Development, the South African Shack Dwellers International Alliance, Early Learning Resource Unit, and the community members to design, construct, and register a crèche for the children of Flamingo Heights. The upgrading developments in Flamingo Heights have been very successful thus far. This guide is a compilation of information from first-hand experience of working with the Little Paradise Educare Centre on the registration process, the 2014 team's work on the design and construction, information from past WPI ECD projects, and the professional knowledge from the Centre for Early Childhood Development.

Why is ECD important?

Building and establishing a crèche fosters great opportunity for early childhood development. Quality care and education that ECD can provide is pivotal in developing a solid foundation for a child to grow.

Poverty present in informal settlements correlates to the severe lack of resources families are dealing with, and the inability to acquire the essential materials and services to maintain life. The complex state of poverty can be observed as a range of characteristics including chronic hunger, inadequate housing, lack of income, and low living standards (Barbarin et al., 2013). The effects of poverty can be devastating to child development. Negative living conditions attribute to chronic malnutrition, illnesses, slow cognitive development, insufficient psychological functioning, academic failures, and future unemployment. On a larger scale, poverty can be linked to community violence, unstructured family life, and substance abuse (Aber et al., 1997). The presence of a crèche in this setting is a great opportunity for children to be cared for in a safe environment, learn the basic principles of life, and develop adequate skills to break the cycle of poverty. A crèche also can also have a positive presence for the members of the community as it can provide opportunities of employment, skill development, and community unity.

Networking

There are many factors that must be considered in opening and maintaining a successful crèche. Sufficient resources and ample guidance for those involved need to be available. Support is critical, both financially and educationally, in order to improve ECD in South Africa. There are many governmental and non-governmental organisations working towards enhancing early childhood development in informal settlements. Having organisations of multiple in building and establishing a crèche is essential for its success. In order to have this support, multiple potential sponsors must be sought out and a deep commitment to the crèche must be shown in order for their investment in your crèche. It is best to find someone that is capable of completing the project and taking all aspects into account. See our important contact information for more details on organisations you should connect with.

Building

The buildings must be clean and safe for young children. Children must be protected from physical, social and emotional harm or threat of harm from themselves or others. All reasonable precautions must be taken to protect children and practitioners from the risk of fire, accidents and other hazards.

The inside and outside play areas must be clean and safe for young children. Each child must have enough space to move about freely.

The building and premises must comply with the minimum standards for registration.

Opening a Space for Early Childhood Development



It is critical that a space has been allocated for the centre and that the community is ready and willing to adjust and reblock around this concept. It will be important to explain the rationale around this decision. Depending on the space available in your community you may have a space already in mind or you may have to reconfigure one. Regardless, before you can gain support from organisations you need to have an area opened up and a commitment from the community.

Creating Space

As more informal settlements are undergoing the upgrading process, many are creating spaces for crèches and community halls. Before gaining any support from organisations, having an area opened up and commitment from the community is a necessity.

Gathering Funds

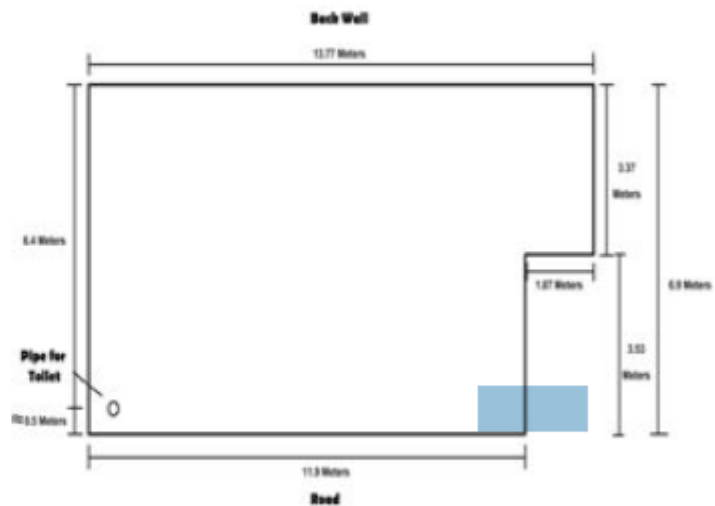
When it comes down to funding the crèche, a potential funder will want to have a say in every step of the project. Due to this, you will need to keep open communication and balance all of your stakeholders' opinions. If you cannot get all of your stakeholders to remain on the same page you will run into road blocks, arguments, and problems that will never end up being addressed.

Interactive Design with Community and Partners

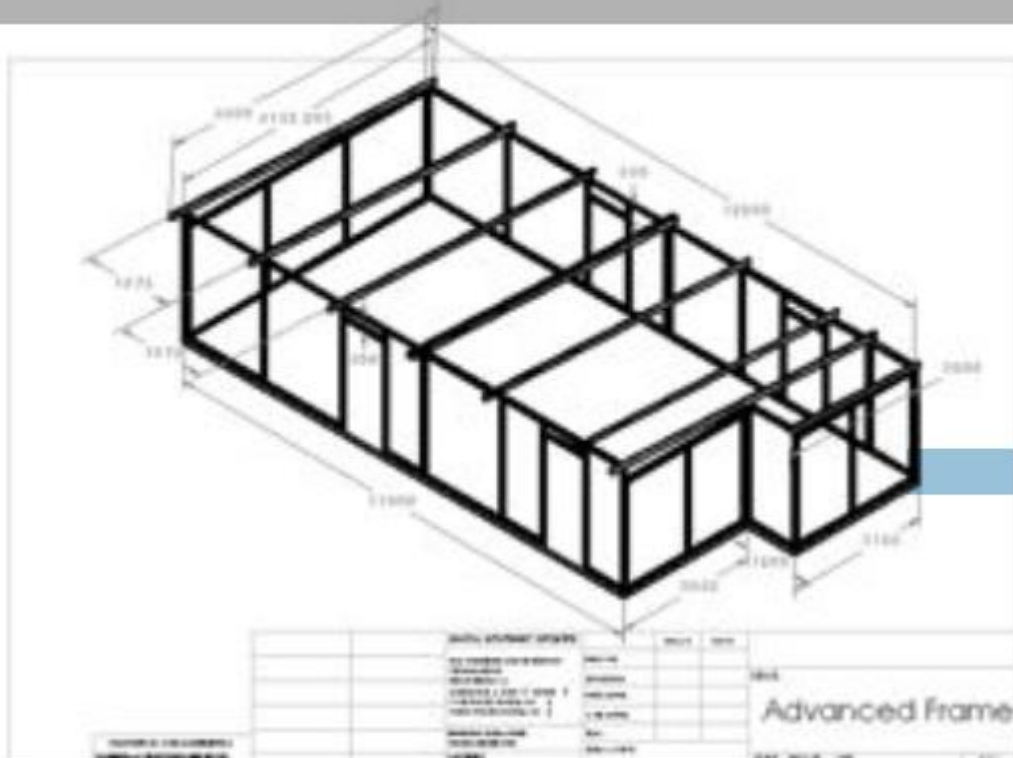
The next step towards beginning your crèche is interacting with the Community and partners to settle on certain design features that are desired as well as realistic to incorporate. For example, in Flamingo Crescent the Community stated that they would like a two-story building in order to have a community meeting space on the top floor. But after realistic discussion with the partners, CECD and CORC, it was determined that neither organisation had enough funds or resources to make this possible. This open discussion between all stakeholders helped paint a picture for everyone about realistic possibilities for this crèche. All stakeholders must discuss concepts, designs, and keep everyone up to date throughout the process.

The Size and Shape of the Building

The size of the building will vary depending on the amount of space that you have allocated. Make sure to measure out the space that is available before jumping into designs. With the space determined you can then determine the floor space of the building. Keep in mind that you want optimal space to take in more children as well as not leave any gaps where people can walk through which could prove to be a safety concern for the building and a space that could get awfully dirty.



Crèche Construction Design

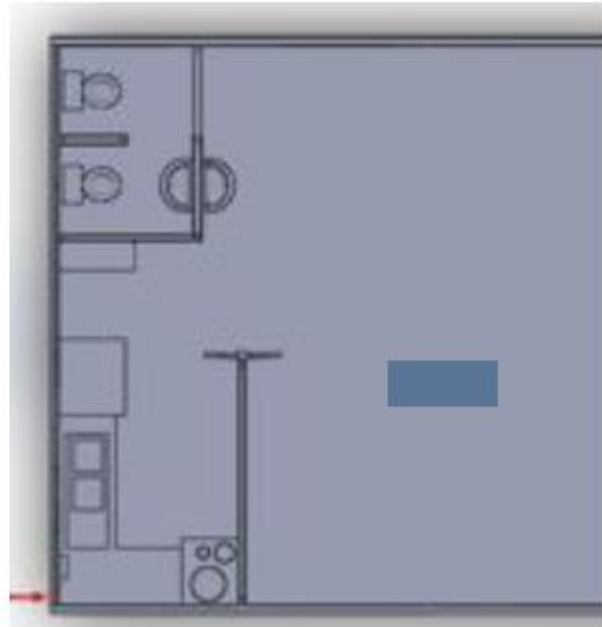


Outside View of the Building

Determine what the outside look of the building will look like. For example in Flamingo Crescent all of the shacks are made with a Kliplok zinc cladding. In order to fit in with the general look of the community it was decided to use this material once again. It was also determined that the building would stand higher than the surrounding shacks to keep people off the roof, to make the inside big and not as stuffy, and to give it a powerful presence in the community

Windows, Bathrooms, Ventilation, & Interior Formatting

These aspects are critical to know before any construction can get done in order to determine where your pipes will run and how much space will be designated as crèche space. It is also critical to know the amount of windows and the locations of them to see how the building will look from the outside and how much light can be expected at different times of the day.



An Aesthetically Pleasing Design

Once all of the previous details have been developed it is time to create a design of for the building that gives detailed drawings of the frame, roof and interior insulation. It needs to be made as clear as possible so stakeholders can ask any questions, provide any insight, or bring up areas that may be misinterpreted. Throughout this design process it is critical to stay in contact with your architect or engineer in order to ensure the building is incorporating all of your design elements and realistic ideas into the final design.

Final Crèche Design for Flamingo Crescent



Construction Timeline

Construction Timeline

Little Paradise Construction Schedule																
Task Name	Duration	Start	Finish	Construction Crew Size	Nov 10 - 14				Nov 17 - 21				Nov 24 - 28			
					M	T	W	Th	F	M	T	W	Th	F	M	T
Clear Lot	1	11/10/14	11/10/14	2												
Drainage	3	11/13/14	11/17/14	2												
Order Materials	1	11/18/14	11/18/14	3												
Concrete Box	1	11/24/14	11/24/14	3												
Slab Box/Pour Concrete	1	11/24/14	11/24/14	2												
Build/Assemble Walls	2	11/25/14	11/25/14	5												
Roof	2	11/27/14	11/28/14	5												
Doors	2	11/27/14	11/28/14	5												
Windows	3	11/28/14	12/02/14	5												
Wall Insulation	4	11/28/14	12/03/14	5												
Interior Cladding	4	12/01/14	12/04/14	5												
Concrete Sub-Floor	4	12/04/14	12/09/14	5												
Ceiling Insulation	2	12/08/14	12/09/14	5												
Exterior Painting	2	12/08/14	12/09/14	5												
Ceiling Cladding	3	12/10/14	12/12/14	5												
Interior Painting	3	12/11/14	12/15/14	5												
Flooring	2	12/11/14	12/12/14	4												
Interior Plumbing	1	12/15/14	12/15/14	4												
Partitions	2	12/16/14	12/17/14	5												
Kitchen	2	12/18/14	12/19/14	5												
Bathrooms	2	12/18/14	12/19/14	5												

It is now important to create a schedule for the construction to be done. Talk with your construction manager and find out in his best guess the timeline of construction for each phase of the project. This will help you to construct a budget for the project as well as determine how many workers are necessary for each phase of construction. This will give the construction team deadlines to shoot for and outline a process for all of the stake holders to see.

Try to find a supplier that delivers the same day. Although it is not opportune, things will happen, mistakes will be made and it will be incredibly beneficial to be stay on schedule by getting materials that same day.

Purpose of a Bill of Quantities & Budget

During the materials selection for the project, it's best to consult with architects, engineers, plumbers, and hardware store experts who have knowledge regarding the most suitable types of materials for each component of the crèche. The BOQ acts as a guide for your funders and partners to show them the progression of construction and the breakdown of costs for each phase of construction. It also can be used to track all expenditures to ensure the project is on track with the chosen budget.

How to Create a Bill of Quantities

26

How to Create a Bill of Quantities

A BOQ is separated into 11 columns:

Section: This includes the phases of construction, delivery, labor, tools, and equipment.

Material: This is where you specify the material for the section

Type: Specify what type of the material was chosen

Size: Specify the size of the material chosen

Estimated Quantity: The predicted amount that will be needed for each material

Cost/Unit: The cost per individual unit of the material

Budgeted Cost: The amount that was originally set aside in the predicted budget for this material

Actual Cost: How much it was purchased for. (=estimated quantity*cost/unit)

Anticipated Additional Costs: If a material hasn't been purchased yet or if more is expected to be purchased, include the expected cost in this column

Anticipated Total Costs: This is the total expected cost for the material (=SUM Actual Cost + Anticipated Additional Costs)

Notes: Any useful notes regarding the material

Example of a Bill of Quantities

Flamingo Crescent Crèche Bill of Quantities					
Section	Material	Type	Size	Estimated Quantity	Cost/Unit
Drainage Plan	SAP Timber		88x114x8	4	128.6
	SAP Timber		88x114x8	5	61
	PVC Pipe		110mm	3	208
	PVC Bends		110x90	3	84.98
	PVC Welding	P/Seal	800ml	3	119
	Polyprop Pipe		150mm	10	9.8
	Delivery Charges			0.8	160
	Stop Tap Brass		15mm	1	79.9
	Nails Wire		75mm	1	25
	Bricklaying Mortar			8	
Foundation Base- Concrete	Concrete	Afrimex		8m ² 8	
	Black Plastic Sheeting		8m x 80m x 250mm	1	918.6
	Black Sheet	SARS	8x80x250	1	880
	Reeds	Safety Drum Reel		2	125
	Box Timber		88mm x 114 mm	7	128.6
Concrete Subtotal					
Floor	Cement	Lucky	50kg	8	61.89
	Cement	Lucky	50kg	2	69.98
	(insert new rows above here)				
	Nails	Wire	75mm per kg	20	17.64
	Nails	Wire	75mm per kg	1	22.80
	Nails	Wire	75mm per kg	1	25.00
	Raw Linseed Oil		750ml	8	88.78
	Tile Adhesive		20kg	12	28.87
	Tile Grout	Easy L/Grout	8kg	6	45.88
	Tile Spacer	P/60	8mm	6	24.60
Floor Subtotal	Tile	Flora Shading	80x15x8	12	28.92
	Tile	Sylvan Floor Cherry 1.88		41	147.00
	Form & Plastic Combo	MP		76	10.12
	(insert new rows above here)				
	Floor Subtotal				
Walls	Exterior Cladding	Kipluk Roof Sheet	8mm	287.5	20.00
	Safetops		80mm	4	77.28
	Internal Cladding	PrimeFLEX	1200x4000x9mm	88	878.00
	Insulation	VITATHERM	800mmx1.2x10m	18	188.00
	Wooden Studs & Columns	SAP XXX TR	80mm x 78mm x 8800mm	28	187.00
	Galvanized Carport Post		78mm RND	2	176.40
	Roofing			3	0.04
	Drywall Screws	Course	8x25	10000	0.12
	Sealant	White Aquadyn Acrylic	75x8000	12	19.29
	Tile	Roma Cornice		12	27.88
	Nails	Wire	100mm per kg	10	17.84
	Nails	Wire	100mm per kg	1	22.80
	Nails	Wire	100mm per kg	1	25.00
	Coach Screws	Galvanized	10x40mm	80	1.08
	(insert new rows above here)				

Other Tips to Create a BOQ

27

Other Tips to Create a BOQ

Other Tips:

Section Subtotal: Use the SUM command after each section to get total costs for Budgeted Cost, Actual Cost, Anticipated Additional Cost, and Anticipated Total Cost. Include a row at the end of the materials for each section that says "insert new rows above here" and include this row in all SUM commands. This will ensure that any time a material is added or removed from a section, the subtotal automatically updates.

The Materials Total includes all construction phase subtotals and delivery subtotals

The Labor Total only includes labor costs

The Tool Total includes all tools purchased or rented

The Equipment Total includes all prices for equipping the kitchen from stoves to mixing bowls

Project Summary: Located at the end of the document, has the Materials Total, Labor Total, Tools Total, Equipment Total, and a Contingency for the Budgeted Cost, Actual Cost, Anticipated Additional Costs, and Anticipated Total Costs. The Grand Total is then the SUM of these five totals.

"Freezing" Upper Columns: This can be done by going to "option" under the "view" tab. This makes it so when you scroll over horizontally, the first column doesn't move so you can still track which section you are looking at.

Preparing the Site

Before any foundation can be built you need to do all of the work to clean, excavate the area and lay drainage pipes for your bathroom, kitchen, and any other pipes you may need. Digging into the ground is not always as easy as you may think. Try to recruit some community members to help you excavate and put in the pipes and it will go a long way.



Creating a Drainage Plan

There are multiple reasons to design a drainage plan and to lay pipes. It could be as a source of drainage for storm water or the necessary drainage pipes for the kitchen and bathroom

Kitchen and Bathroom Drainage

With the location of you bathroom and kitchen determined dig a trench to run underground alongside the side of the building where the toilet and kitchen waste water can flow into your sewerage system.



Storm Water Drainage Plan



Dig a trench the length of the lot in the area where water buildup is common. Purchase or build a perforated pipe lower into the ground. To build use a regular PVC pipe and cut crosses in the side of it where water will be able to enter. Surround the pipes with rocks and an irrigation fabric that will allow dirt through but not allow dirt through. The rocks will also act as a natural sift in order to keep the pipe as clean as possible while still collecting water and running it to the nearest storm water drain or area that is appropriate to dispose of this water runoff.

Leveling the Site

Using your best judgment flatten the site to the best of your ability. This can be done using rakes and shovels primarily. If you are trying to get the ground very level there are two methods that you can use. One is a water level and the other is placing a level on a string that you run across the lot.

The Water Level

This tool is a long clear tube that you fill up with water. You need two people to operate it and the way it works is you run it along the ground and hold up either end of the pipe so water does not flow out. You then measure how far the water rises by putting your measuring tape to the ground and measuring up to the water level. The side that has a higher water level is lower than the side that has a lower water level. This is because water will always rise to the same level. This means if the left side has the water rise 5cm and the right has it rise 10cm then the ground of the right side is 5cm lower than that of the left side and you can pull the dirt in the appropriate direction and re-measure

Measure Height of Water



Ordering Materials

Ordering Materials

In order to keep your construction process on track you need to have your materials ordered before you lay your foundation. This way as soon as you finish laying a foundation the next morning you can start right away on beginning your build process. When ordering materials it is important to separate your orders into different phases as shown below

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<ul style="list-style-type: none"> • Timber for box • Plastic tarp • Concrete 	<ul style="list-style-type: none"> • Frame and Roof Timber and supplies • External Cladding • Windows and doors • Necessary Supplies Entailed 	<ul style="list-style-type: none"> • Insulation • Dry Wall • Ceiling Timber • Ceiling Boards • Necessary Supplies 	<ul style="list-style-type: none"> • Flooring Tiles • External and Internal Paint 	<ul style="list-style-type: none"> • Kitchen and Bathroom Equipment • Toilets • Partitions • Oven • Refrigerator • Sinks • Countertops 	<ul style="list-style-type: none"> • Creche Supplies • Books • Tables • Arts and Crafts • Chairs • Carpet

Do your best to go through one supplier for most of your orders. This way they will not only give you a slight discount they are more inclined to take an interest in your project and offer suggestions, be prepared to make multiple deliveries and maybe even come out to site and see how much progress has been made

Laying the Foundation

34

Laying the Foundation

At the base of any successful project is a strong foundation of ideas, commitment, and concrete. With the site excavated and the pipes successfully laid it is time to dive into the foundation stage.

Building the Box

Build a box that will act as a mold for your concrete to be poured. Create the box large enough for the building to sit on the concrete slab. Run beams through the center of the box so that way when the weight of the concrete hits the timber it does not bend and lose shape. Once it is constructed make sure that it is totally level. If it is not your concrete could potentially not sit level or your wooden beams could stick up through it. Now lay a plastic tarp under the frame. This will keep the concrete from getting in contact with the group which could dehydrate it.



Leveling the Concrete

35

Leveling the Concrete

Using manpower, flat wooden beams and trowels flatten the concrete. This is where the beams cross beams constructed in the box come in handy. Rest a long 50 x 76 across the wooden beams that run across your box and push slide the beam across the top of the concrete. This week flatten it out in a quick and relatively easier way. Then use trowels and shovels to make it very smooth. It will be beneficial to have a large crew of guys to help spread the concrete, flatten it, and finalize everything before it dries.



The Frame

37

The Frame

Keep the workers engaged by providing them a sheet with the schematic of the frame that they must build. Include measurements and type of material in this draft. In most cases it may be easier to assemble the exterior cladding while the frame is still on the ground then lift the piece into place.



Constructing the Roof

40

Constructing the Roof



Mark the spots that roof rafters will need to be located. Use truss hangers to hold up your cross beams as well as running beams between each cross beam for additional stability as shown in the top photo. In most cases you will need multiple support beams for you roof. If done correctly it will add structural support to your roof as well as allow you to make them into decorations such as trees to give your crèche a more at home feeling for the children.



Internal Cladding & Insulation

Insulation is critical to keeping the place cool in the hot summer and warm in the winter. VITATHERM does the trick for the walls and on the ceiling use a reflective insulation known as SISALATION.



The drywall cleans gives a nice clean finish on the inside. It is also critical to have some ventilation so the room does not get hot and stuffy. Vents can be added in the front and back. By drilling holes and through the frame walls and placing a small vent on both the inside and the outside. This is a safe way to ensure they are not stolen while still providing air flow.

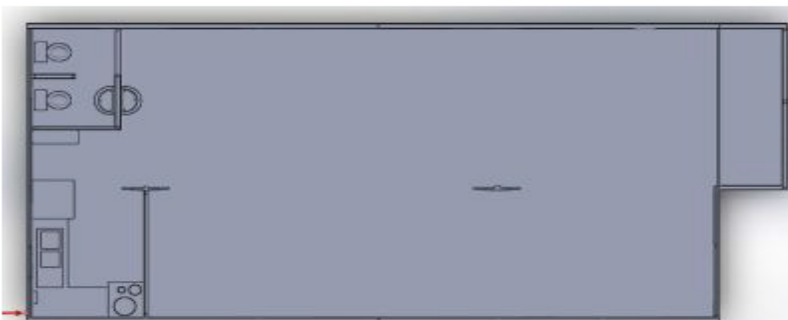
Kitchen and Bathroom

Kitchen & Bathroom

In a crèche that is trying to house a large amount of kids in a relatively small area it is important to keep the kitchen and bathroom space condensed and in order to maximum the crèche space for the kids. With a standard south African regulation of one child for every 1.5 square meters of crèche space it is critical that you do not have the kitchen and bathroom take up an overwhelming amount of space. In Flamingo which houses just about 30 children 2 toilets and 2 sinks are a standard amount.



In the kitchen an oven, with 3 burners on top does the trick and a half size refrigerator. It is just as important to have a large counter top for preparing the meals and a double basin sink for easier cleaning and sanitation.



Architectural floor plan of a kitchen with dimensions in millimeters. The plan shows a rectangular layout with a sink, stove, and refrigerator. Dimensions include overall width (2200), overall depth (2400), and specific appliance widths and clearances.

Dimension	Value (mm)
Overall Width	2200
Overall Depth	2400
Refrigerator Width	600
Stove Width	600
Sink Width	1200
Refrigerator Depth	700
Stove Depth	435
Sink Depth	435
Clearance (Top)	800
Clearance (Bottom)	1174
Clearance (Right)	1035
Clearance (Left)	1297
Refrigerator Clearance (Right)	500
Stove Clearance (Right)	700
Sink Clearance (Right)	724
Refrigerator Clearance (Left)	1500
Stove Clearance (Left)	380
Sink Clearance (Left)	380

General Documents

Vision Example:

Centre for Early Childhood Development

The Centre for Early Childhood Development is committed to putting young children first by ensuring quality care and education for our country's youngest and most vulnerable citizens.

Mission Example

We believe that young children must be put first in society. Our focus is to increase the capacity of individuals, organisations and communities to deliver early childhood development services. This is pursued through a range of programmes, projects and services. We work with

- **Communities** providing technical assistance to early childhood development projects.
 - **Organisations** enhancing organisational efficiency and effectiveness.
 - **Individuals** to develop skills and increase their capacity.
 - **Parents** providing information on the development of children.
-

Logo Example



Letter Head



Centre for Early Childhood Development

P O Box 2363
Clareinch
7740 South Africa

20 Rosmead Avenue
Claremont
7708 South Africa

Ph: (021) 683 2420

E-mail: cecd@iafrica.com

Website: www.cecd.org.za

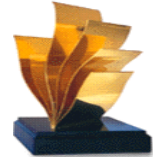
Fax: (021) 683 5838

Registration No: 1994/005082/08
(Association incorporated under section 21)

PBO No: 930001898

NPO Registration No: 006-173 NPO

PUTTING YOUNG CHILDREN FIRST



1998 Presidential Education Award Winner:
ECD Category



Sample ECD Centre Constitution

1. Name

1.1 The organisation hereby constituted will be called _____

1.2 Its shortened name will be _____ (hereafter referred to as the organisation).

1.3 Body corporate

The organisation shall:

- Exist in its own right, separately from its members.
- Continue to exist even when its membership changes and there are different office bearers.
- Be able to own property and other possessions.
- Be able to sue and be sued in its own name,

2. Objectives

The organization's objectives are:

- To educate and equip young children in the centre with the necessary skills they require for the transition into their schooling career,
- To develop the child holistically; being spiritually, emotionally, intellectually, socially and nutritionally.
- To ensure that the standard of care and education developed and maintained for the children in their community is acceptable.
- To ensure the Educare Centre's premises complies with the requirements of the relevant authorities.

- To equip parents with the necessary knowledge to effectively protect and care for their children.
- To create employment and capacitate the skills of employees.

3. Income and property

- 3.1 The organisation may not give any of its money or property to its members or office bearers. The only time it can do this is when it pays for work that a member or office bearer has done for the organisation. The payment must be reasonable a reasonable amount for the work that has been done
- 3.2 A member of the organization can only get money back from the organisation for expenses that he or she has paid for on behalf of the organisation.
- 3.3 Members or office bearers of the organisation do not have rights over things belonging to the organization

4. Membership and general meetings

- 4.1 If a person wants to become a member of the organisation, he or she will have to ask the organisation's management committee. The management committee has the right to say no
- 4.2 Members of the organisation must attend its annual general meetings. At the annual general meeting members exercise their right to determine the policy of the organization

5. Management

- 5.1 A management committee will manage the organisation. The management committee will be made up of no less than 6 members. They are the office bearers of the organisation
- 5.2 Office bearers will serve for one year, but they can stand for re-election for another term in office after that. Depending on what kind of services they give to the organisation, they can stand for re-election

into office again and again. This is so long as their services are needed and they are ready to give their service

- 5.3 If a member of the management committee does not attend three management committee meetings in a row, without having applied for and obtaining leave of absence from the management committee, then the management committee will find a new member to take that person's place.
- 5.4 The management committee will meet at least once a month. More than half the members need to be at the meeting to make decisions that are allowed to be carried forward. This constitutes a quorum.
- 5.5 Minutes will be taken at every meeting to record the management committee's decisions. The minutes of each meeting will be given to management committee members at least two weeks before the next meeting. The minutes shall be confirmed as a true record of proceedings, by the next meeting of the management committee, and shall thereafter be signed by the chairperson
- 5.6 The organisation has the right to form sub-committees. The decisions that sub- committees take must be given to the management committee. The management committee must decide whether to agree to them or not at its next meeting. This meeting should take place soon after the sub-committee's meeting. By agreeing to the decisions the management committee ratifies them.
- 5.7 All members of the organisation have to abide by the decisions that are taken by the management committee

6. Powers of the organization

- 6.1 The management committee may take on the power and authority that it believes it needs to be able to achieve the objectives that are stated in point number 2 of this constitution. Its activities must abide by the law.
- 6.2 The management committee has the power and authority to raise funds or to invite and receive contributions
- 6.3 The management committee does, however, have the power to buy, hire or exchange for any property that it needs to achieve its objectives
- 6.4 The management committee has the right to make by-laws for proper management, including procedure for application, approval and termination of membership.

6.5 The organization will decide on the powers and functions of office bearers.

7. Meetings and procedures of the committee

7.1 The management committee must hold at least two ordinary meetings each year.

7.2 The chairperson, or two members of the committee, can call a special meeting if they want to. However, they must let the other management committee members know the date of the proposed meeting not less than 21 days before it is due to take place. They must also tell the other members of the committee which issues will be discussed at the meeting. If, however, one of the matters to be discussed is to appoint a new management committee member, then those calling the meeting must give the other committee members not less than 30 days notice.

7.3 The chairperson shall act as the chairperson of the management committee. If the chairperson does not attend a meeting, then the members of the committee who are present choose which one of them will chair the meeting. This must be done before the meeting starts.

7.4 There shall be a quorum whenever such a meeting is held.

7.5 When necessary, the management committee will vote on issues. If the votes are equal on an issue, then the chairperson has either a second or a deciding vote.

7.6 Minutes of all meetings must be kept safely and always on hand for members to consult.

7.7 If the management committee thinks it is necessary, then it can decide to set up one or more sub-committees. It may decide to do this to get some work done quickly. Or it may want a sub-committee to do an inquiry, for example. There must be at least three people on a sub-committee. The sub-committee must report to the management committee on its activities. It should do this regularly.

8. Annual general meetings

8.1 The annual general meeting must be held once every year, towards the end of the organisation's financial year.

8.2 The organisation should deal with the following business amongst others, at its annual general meeting:

- Agree to the items to be discussed on the agenda.
- Write down who is there and who has sent apologies because they cannot attend.
- Read and confirm the previous meeting's minutes with matters arising.
- Chairperson's report.
- Treasurer's report.
- Changes to the constitution that the members may want to make.
- Elect new office bearers.
- General
- Close the meeting

9. Finance

9.1 An accounting officer shall be appointed at the annual general meeting. His or her duty is to audit and check on the finances of the organisation

9.2 The treasurer's job is to control the day-to-day finances of the organisation. The treasurer shall arrange for all funds to be put into a bank account in the name of the organisation. The treasurer must also keep proper records of all the finances.

9.3 Whenever funds are taken from the bank account, the chairperson and at least two other members of the organisation must sign the withdrawal or cheque.

9.4 The financial year of the organisation ends on _____ each year.

9.5 The organisation's accounting records and reports must be ready and handed to the Director of Non-profit Organisations within six months after the financial year-end.

10. Changes to the constitution

10.1 The constitution can be changed by a resolution. The resolution has to be agreed upon and passed by not less than two thirds of the members who are at the annual general meeting or special general meeting. Members must vote at this meeting to change the constitution. Two thirds of the members shall be present at a meeting ("the quorum") before a decision to change the constitution is taken. Any annual general meeting may vote upon such a notion, if the details of the changes are set out in the notice referred to in 7.3.

10.2 A written notice must go out not less than fourteen (14) before the meeting at which the changes to the constitution are going to be proposed. The notice must indicate the proposed changes to the constitution that will be discussed at the meeting.

10.3 No amendments may be made which would have the effect of making the organisation cease to exist.

11. **Dissolution/Winding-up**

11.1 The organisation may close down if at least two-thirds of the members present and voting at a meeting convened for the purpose of considering such matter, are in favour of closing down.

11.2 When the organisation closes down it has to pay off all its debts. After doing this, if there is property or money left over it should not be paid or given to members of the organisation. It should be given in some way to another non-profit organisation that has similar objectives. The organisation's general meeting can decide what organisation this should be.

This constitution was approved and accepted by members of _____

At a special (general) meeting held on _____

Day/ Month/ Year

Chairperson

Secretary

Operations Policy

1. Hours of operation

- 07h00 to 17h00 Monday to Thursday
- 07h00 to 16h00 Fridays
- The Centre will be closed on weekends and public holidays
- The Centre operates during school holidays, but is closed during the December school vacation period.

2. Age group of children catered for

- 3 – 18 months: Maximum amount of 8 children
- 19 months to 3 years: Maximum amount of 12 children
- 3 – 4 years: Maximum amount of 20 children
- 4 – 5 years: Maximum amount of 25 children

The Centre does not cater for children aged 5 – 6 years who should be attending Grade R

3. Admission of special needs children

- Depending on the severity of their disability and/or chronic illness and the availability of staff, children with disabilities and /or chronic illnesses may be accepted at the Centre only if approved by their medical practitioner.
- Children affected or infected with HIV/AIDS will not be turned away, unless they are too ill.

4. Arrival and departure times

- Children should be dropped off at the Centre by 07h30, will be accepted until 08h00, but will not be accepted later than 08h05.
- Children may be collected as from 15h00 but no later than 16h50 (Monday to Thursday).

Parents of children who are left at the Centre after 17h00 are to pay a levy of R20 per half hour towards overtime.

5. Arrangements regarding fetching and transportation of the child

- On enrolment, parents/guardians are to notify the Centre as to who will be responsible for collecting the child.
- Parents are to notify the Centre's principal personally if another person will be collecting the child.
- It is the responsibility of the parents to ensure that children are dropped off and collected at the Centre on time.

The Centre is not responsible for the safety of children who are not collected at the Centre on time and whose parents have not made prior arrangements with the principal.

6. Monthly fees

- One month's fees should be paid in advance on enrolment of each child to protect the Centre against non-payment on the last month of care.
- Due date for payment is on the second day of each month, if this day falls on the weekend payment is due on the Monday following.
- Parents who are in arrears of two months or more and do not make an effort to make arrangements for payment with the Principal will be given written notice to make payment and/or seek alternative care for their child/children.

All fees owed to the Centre must be paid in full or legal action will be taken.

7. Ill children / contagious diseases

Children who show symptoms of any illness or disease should be kept at home until they are well enough to attend the Centre and there is no possibility of other children contacting the disease or illness.

8. A child is injured or has fallen ill while in the care of the centre

- If a child is injured whilst in the care of the Centre, the seriousness of the injury should be assessed immediately.
- If it is a minor injury, which can be treated by staff, parents will be notified when the child is collected.
- If the injury is more serious and cannot be treated by staff, the parents will be contacted immediately and will be expected to collect their child and seek medical assistance.
- In case of an injury requiring immediate medical assistance, staff will call for an ambulance.

9. Administering of medicine

- A child requiring long term medication (asthma, vitamin supplements, etc.) is allowed to bring his/her medication.
- Furthermore, no medication other than Panado will be kept on the Centre's premises.

10. Meals

The Centre provides children with breakfast and lunch and it is the parents' responsibility to ensure that the child has a snack and fresh fruit daily.

11. Clothing

- Children who are being potty trained, children who bed wet and a child who wears diapers should have a clean change of clothing daily.
- Each child has at least one clean change of clothing, irrespective of their age, in case of an accident.

Each child's clothing and possessions should be marked (with a permanent marker).

12. Fundraising

- All parents are expected to partake in the fundraising efforts of the Centre, whether financially and/or offering their time.
- Parents who do not wish to be a part of fundraising efforts must make a financial contribution equal to that of the cost of the fundraising event, e.g. pay the price of two tickets for the concert.
- Excursions may fall as part of fundraising efforts, if children do not attend, parents should still pay for the child's ticket.

13. Planning an excursion

- All parents will be notified in writing (including an indemnity form) at least three weeks before an excursion is to take place.
- Payment or arrangements for payment for the excursion should be made seven days prior to the date of the excursion.

If less than five children will not be going on the excursion, parents are to make alternative arrangements for the care of their children on the day of the excursion.

14. Notice of termination

- Parents should notify the Centre fifteen working days prior to removing their children from the care of the Centre.
- Parents who are in arrears of two months or more and do not make an effort to make arrangements for payment with the Principal will be given written notice to make payment and/or seek alternative care for their child/children.
- Parents wishing to extract their children are requested to fill in the discharge register.

15. Management structure

- The Centre is managed by the principal who reports directly to the Centre's Governing Body

- In the absence of the principal, parents should make an appointment to meet with him/her.

16. Written complaints procedure

- Parents who have complaints regarding their child's wellbeing should speak to the principal in person.
- If the principal is not available; the parent is encouraged to wait until the principal becomes available so that he/she is able to pass the complaint onto the principal directly.
- The principal will then look into the complaint and attempt to resolve the matter.
- If the matter cannot be resolved by the principal to the parents' satisfaction, it should be taken to the Centre's Governing Body.

Staff Policy

Belongings

- You should be provided with a locker space and a peg on which to hang clothes and bag. Please ensure that you do not leave money or valuable possessions in your bag. No responsibility will be accepted for possessions that go missing.
- If you change clothes or shoes before leaving, please ensure that they are neatly stored.

Dress

- You should be dressed comfortably and neatly so that you can interact easily with children. We spend time on the floor and ground with children.

Shifts

- The centre is open for 10 hours per day and staff members work shifts to cover these times. Shifts are organised with agreement by all staff members.
- You may at times be asked to work later or earlier than usual should this be necessary. These additional duties will be on a rotation basis and every effort will be made to compensate staff for the extra time.

Absenteeism

- Any period of absence will be regarded as unpaid leave unless the principal is informed of illness or unless another arrangement has been made.

Sick

- You must inform the principal as soon as possible (preferably the day before) if you are not going to be on duty because you are ill. You should also inform her of possible length of time you may be away.
- You need to clear the day and time with the principal before you arrange a clinic visit or doctor's appointment. If you are away for most of the day, it will be regarded as sick leave.
- If you are ill for longer than two consecutive days, you may be required to provide a doctor's certificate.

Meals and refreshments

- Staff is responsible for their own meals. Coffee or tea and sugar will be provided, no milk.
- You may not use the stove to make lunch for yourself without permission.
- You may store a limited amount of items in the fridge or freezer.
- You may not eat or drink anything brought by the children as their snack.

The centre telephone

- This phone is not for general use by staff for incoming or outgoing calls. In an emergency and with permission, you may use it for personal calls.
- Should it be absolutely necessary, please ask family and friend only to call you between 12 and 2 and limit these calls to brief messages only.

Cell Phones

- These may not be used at any time when your focus should be on the care of the children.
- You may not make or receive calls at these times.
- Cell phones must be turned off or caller must be asked to call during lunch or tea breaks.

Keys to the premises

- Only the person responsible for opening up the centre in the morning will be given keys to the premises.

Leaving the premises

- You may only leave the premises during work hours by arrangement with other staff and the principal.
- You may only take a break off the premises with permission between 12 and 2 once a week.
- Please consult the principal at all times when you will be off the premises.
- Please report before leaving at the end of each day.

Contact with parents

- Please let the principal know of any instructions or messages that parents leave with you – verbally or written into the communication book. If she is not available, please write them in the office message book or leave the child's communication book on the desk.
- All messages going out to the principal must first be cleared by the principal.

Medication and injury

- No medication may be administered to children without permission from parents or the principal's knowledge.
- Parents should be advised when the dose of medication was administered.
- All items in the first aid kit are for the use with children.
- If a member of staff is on medication that may impact on her job, the principal should be advised of this.
- Please ensure that you are aware of any allergies in children.
- Parents must be advised of any injury, however slight, on the day on which it happens.

Outdoor Supervision

The safety of children should be our main concern and the responsibility is yours. Constant supervision is the only way to prevent accidents and you need to be alert at all times.

A group of learners should never be unsupervised outside. There MUST always be an adult with them. The learner to staff ratio should always be at least 1 to 10.

Be involved with the children at play. Talk to them, encourage and motivate them to challenge their own strengths and skills. Get all of them working.

Do not become so involved with one child or baby that you neglect to watch all the other children in that area.

Position yourself somewhere on the playground so that you can see most of the children; be aware of the total playground situation. Be within quick reach of any child in trouble.

Think about any possible "danger spots/areas" where children are more likely to get hurt. Make sure at least one member of staff supervises these. Make sure that adults are spread in all areas.

Once you have decided where you will position yourself, move around in the area but not out of the area. If you need to go away (to get a drink, change a nappy, etc.) ensure you get another member of staff to take over from you.

Spend some time looking at the apparatus and the area and do the following:

- Pick up and remove sharp stones, glass, stones, etc.
- Check to see whether ropes have frayed, if wood is splintered or if nails are sticking out.
- Help to keep the outdoor area tidy, neat and safe for the children.
- Report anything that needs to be replaced or repaired.

Help Children to resolve their conflict rather than sort things out for them.

Allow children to find a way out of a tricky situation rather than helping too much. Talk them through a solution. Stay close to provide re-assurance.

Set out some interesting/new activities at least twice a week.

Ensure that water play is available daily.

General playground rules:

- No running with sticks
- No wheeled toys inside
- No indoor toys outside
- Sand stays down and where it belongs

Child Protection Policy

INTRODUCTION

It is important that we protect children from all forms of physical, emotional or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse.

Members of _____ (Name of ECD Centre) have a commitment to the prevention of child abuse and the protection of children.

This policy sets out common values, principles, and beliefs and describes the steps that will be taken in meeting our commitment to protect children.

The policy was adopted by the _____ (Name of ECD Centre) on _____ (date).

OUR COMMITMENT TO PROTECT CHILDREN

Our values, principles and beliefs

- All children have equal rights to protection from abuse and exploitation.
- Child abuse is never acceptable
- We have a commitment to protect all children with whom we work
- When we work in partnership with volunteers, parents and Community members, we have a responsibility to meet minimum standards of protection for children in our programme.

We will meet our commitment to protect children from abuse through the following means:

Awareness: We will ensure that all staff members, volunteers and parents are aware of the problem of child abuse and the risks facing children.

Prevention: We will ensure, through awareness and good practice, that staff members, volunteers and parents eliminate the risks to children.

Reporting: We will ensure that staff members, volunteers and parents are clear as to what steps to take where concerns arise regarding the safety of children.

Responding: We will ensure that action is taken to support and protect children where concerns arise regarding possible abuse or exploitation.

HOW WE WILL ENSURE OUR COMMITMENTS ARE MET

- All _____ (Name of ECD Centre) staff members, volunteers and parents will sign up to and abide by this code of conduct
- Recruitment procedures will include checks on staff members and volunteers in order to establish their suitability as regards to working with children.
- Staff members and volunteers induction will include a briefing on child protection issues.
- Systems will be established by _____ (Name of ECD Centre) to immediately investigate possible abuse cases once reported and to deal with it accordingly.
- Training, learning opportunities and support will be provided to staff as and when needed to ensure commitments are met.

CODE OF CONDUCT

All Centre for Early Childhood Development Educare staff, parents and volunteers must sign up to and abide by this Code of Conduct.

Staff and volunteers must never:

- Hit or otherwise physically assault or physically abuse children
- Develop sexual relationships with children
- Develop relationships with children which could in any way be deemed exploitative or abusive
- Act in ways that may be abusive or may place a child at risk of abuse
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Behave physically in a manner which is inappropriate or sexually provocative
- Have (a) child/children with whom they are working to stay overnight at their home unsupervised
- Sleep in the same room or bed as a child with whom they are working
- Condone or participate in behaviour of children which is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others
- Be involved in actions or behaviour which may constitute poor practice or potentially abusive behaviour.

In general it is inappropriate to:

- Spend excessive time alone with children away from others
- Take children to your home, especially where they will be alone with you.

It is important for all staff, volunteers and parents in contact with children to:

- Be aware of situations which may present a threat to the children and manage these
- Plan and organize the work and the workplace so as to minimize risk
- Be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff and volunteers and encourage them to raise any concerns
- Empower children – discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

REPORTING CONCERNS FRAMEWORK

If you are concerned about the safety and welfare of a child you must follow this procedure:

What are the circumstances of your concern?

Did you witness child abuse	Yes/No
Do you suspect someone of child abuse?	Yes/No
Has someone alleged abuse of a child?	Yes/No
Has someone disclosed abuse of a child to you?	Yes/No

Does your concern fit any of the following categories of abuse?

Do you think a child may have been neglected ?	Yes/No
Do you think a child may have been physically abused?	Yes/No
Do you think a child may have been emotionally abused?	Yes/No
Do you think a child may have been sexually abused?	Yes/No

Your concern is justified if you answered yes to any of the questions above, your duty is to report your concern to the following person:

Name of Principal: _____

Contact Details: _____

Telephone: _____

E-mail: _____

Child Protection Policy Example

Declaration by **ECD CENTRE** staff, parents and volunteers

I, the undersigned, _____ hereby
declare: Name

- 1) That I have not in the past been subject to any sentence for individual behaviour incompatible with the responsibility of caring for or overseeing children or minors, and have never been subject to any administrative measure of investigation for criminal acts or breach of conduct jeopardizing the physical or psychological integrity of children;
- 2) That I have received and taken note of the document relating to the Child Protection Policy and that I undertake to accept this policy;
- 3) That I have been informed that in the event of suspicion of behaviour contrary to the policy of prevention adopted by _____ (Name of ECD Centre) the ECD Centre reserves the right to take protective measures involving provisional suspension; that I have been informed that in the event of evidence and known incidents contradictory to the protection of the children placed under my responsibility, the ECD Centre shall take appropriate administrative and legal measures, without limit of time or place;
- 4) That I have been informed that in the event of termination of contract on the grounds of violation of the physical and/or psychological integrity of children, the ECD Centre shall reserve the right to inform other organisations which may ask for professional references of the reasons for termination of employment.

Date

Place

Signature

HIV/AIDS Policy Information



What is an HIV/Aids Policy?

An HIV/Aids Policy is a written document which states the way in which your ECD Centre plans to support adults and children who are infected and affected by HIV and Aids

Why is it important to have an HIV/Aids Policy?

The HIV/Aids Policy will help prevent discrimination against staff, parents, volunteers and children infected and affected by HIV and Aids in the Centre.

Who should be involved in drawing up the HIV/Aids Policy?

For a Policy to be effective there should be consultation with all people concerned. The Policy should be written and approved by the principal, staff, governing body members and parents.

What should the Policy cover?

The HIV/Aids Policy should cover the following:

- **Name of Centre:** The policy should start with stating the name of the Centre implementing the policy.
- **Introduction:** This should be followed by a general statement saying that your Centre will support staff, children, parents and volunteers.
- **Admissions:** The policy should give assurance that no child may be denied admission to or continued attendance at the Centre because of their HIV/Aids status.
- **Employment:** The policy should give assurance that an employee's HIV status will not affect their employment opportunities and working conditions.
- **HIV Testing:** The Policy should clearly state that no employee, parent, volunteer or child will be required to undertake an HIV/Aids in order to ascertain their HIV status

- **Confidentiality and Disclosure:** The policy should give assurance that no person is compelled to disclose their HIV/Aids Status to the Centre and that the privacy of staff, parents, volunteers and children who are infected and affected by HIV/Aids will be respected.
- **Universal Precautions:** The Policy should give assurance that universal precautions are being practices at the Centre. Universal precautions refers to the precautions taken with split blood, blood stained items and the treatment of cuts and wounds.
- **Rights and Responsibilities:** Educators have a particular duty to ensure the rights and dignity of all children and colleagues are respected. All staff, parents, volunteers and children should respect the rights of others.

HIV/Aids Programme Information:

This section of the policy states who is responsible for the implementation, monitoring and evaluation of the programme at the Centre and will cover the following areas:

- **Coordination and Implementation:** This section will state what the HIV/Aids coordinator or working group shall be assigned to do, which may include:
 - Communicating the policy to staff, parents, volunteers and children
 - implement, monitor and evaluate the Policy
 - Liaise with local clinics and service providers able to provide support, counselling and treatment to children and adults infected and affected by HIV/Aids
 - Adopt an anti-bias and supportive environment for all staff, parents and children infected and affected by HIV/Aids.
- **Management of infected staff and children:** This section of the policy states that HIV/Aids will be treated in the same way as other disabling or terminal conditions.
- **Programme Components:** This section details the programme components of the Centre to ensure all staff and children have access to:
 - Information and education
 - Universal precautions
 - Support for staff infected and affected by HIV/Aids
 - Guidance and referral to counselling
- **Record System:** This section is used to describe the method used to keep record of the children's illnesses. This information will help staff to understand the evolving HIV/Aids epidemic and how it may impact the Centre in future.

Principal's signature:

The principal is required to sign the Policy.

Date:

The policy should be dated, indicating when it was implemented.

Distribution of the HIV/AIDS Policy document:

The HIV/Aids coordinator/working group is responsible for communicating the policy to staff, parents, volunteers and children. The HIV/Aids policy document should also be displayed in a prominent place for all staff and parents to read.

HIV/AIDS Policy Example

The ECD Centre

Acknowledges the seriousness of the HIV epidemic and will support staff, volunteers, parents and children infected and affected by HIV and Aids.

This Centre affirms that:

- ✍ HIV status will not constitute as reason to preclude any child from attending the Centre.
- ✍ An employees HIV status will not affect their employment opportunities and working conditions.
- ✍ No staff member, volunteer, parent or child will be required to undergo HIV testing.
- ✍ Staff, volunteers, parents and children are under no obligation to inform the Centre of his/her HIV or AIDS status at any time.
- ✍ The HIV or Aids status of staff, volunteers, parents and children will remain confidential at all times.
- ✍ Universal precautions are being practiced at the Centre to prevent the spread of infectious diseases and HIV.
- ✍ Staff, volunteers and children living with HIV or AIDS have the same rights and responsibilities as all staff and children.

HIV/AIDS Programme:

1. Coordination and implementation
2. Management of infected staff
3. Programme Components
4. Record System

Signed By: _____ Date: _____
(Principal/Director)

Code of Conduct - Staff

Guidelines

1. The teacher of the 2-3 year class and the cook need to open the Centre at 7am.
2. Teachers must take turns to lock up the Centre.
3. The principal has to collect the fees.
4. The Treasurer and Centre Manager have to collect the fees in the absence of the Principal.
5. The Treasurer and Principal have to do the banking together.
6. A list of the groceries must be supplied before groceries are purchased.
7. The cook has to purchase the groceries
8. On the absence of a staff member, a Volunteer will have to work in his/her place.
9. Compile a list of contact details of volunteers.
10. Volunteers will be paid R30.00 per day.
11. Staff meetings will be held every Thursday between 1-2 pm.
12. Teachers have to clean their own classrooms.
13. Grievance procedures will be followed to resolve staff problems and issues.
14. An amount of R300 must be kept in the bank every month.

The Principal

1. See that all admin work is done
2. Monitor all staff
3. Teachers are to submit Theme Books every Monday
4. Complete Financial Statements for each month with the Treasurer
5. Write receipts to all parents paying their school fees
6. Call a parent meeting every 2-3 months, unless an urgent matter arises
7. Report to the Governing Body on finances, staff performance etc.
8. Have a staff meeting every 2 weeks
9. All forms of post to be reported or attended to immediately
10. All monies received to be recorded and banked in 2 days
11. Compile and keep staff and children's attendance register

Teachers

1. Arrive on time and attend to children in their classrooms.
2. Sign the attendance register for staff and children.
3. Implement what you have learnt.
4. Cleaning of the classrooms, toilet and windows.
5. Time management in classrooms.
6. Notify the Principal in advance when you are going to be absent.
7. Theme Books to be submitted to the Principal every Monday

First Aid Box

➤ Items in the First Aid Box

2 pairs Latex Gloves (or a supply of plastic bags)	For incidents involving blood or body fluids
1 pair of household gloves	For cleaning after blood spills
A small plastic bowl	To hold water and Savlon while cleaning and washing wounds
50 ml Savlon	For cleaning and washing wounds
100 ml household bleach	(to dilute with 10 litres of water) For blood spills
1 packet gauze swabs (20)	For covering larger wounds and eye injuries
1 packet cotton wool (or a roll of toilet paper)	For cleaning out wounds and covering or compressing wounds
Waterproof plasters (20)	For protecting cuts and scraps or other breaks in the skin. Waterproof dressings must be used if a worker works with food or drinks.
Safety pins	To secure bandages, dressings and slings
Micropore (or cellotape)	For securing a dressing
75 mm bandage (or a long strip of material)	For stopping bleeding, covering wounds, or making a sling
One-way resuscitator (or an airway)	To keep airways open
Plastic bags	For refuse disposal
Scissors	For cutting plasters, bandages and material
Tweezers	For extracting splinters and bee stings
Tissues	For general absorption of liquids

Improvised First Aid Box

2 litre ice-cream container

Scrap cotton for dressings

Scrap cotton for bandages

Scrap cotton triangular bandages

Scrap small pieces of material for nose wipes

Scrap material for face cloths

Plastic bags to substitute for rubber gloves

Litre container (to make re-hydration drink)

Cardboard & padding for rigid splints

➤ Number of First Aid Boxes _____

Fire Extinguishers

- Please record when all fire extinguishers were serviced.
- Number of extinguishers on the premises.
- Date of installation.

No.	Installation Date	Date serviced	Name of Person/Company

Children's Records

Application Form

Please attach a copy of the child's birth certificate

Date of application: _____ Date of desired Enrolment: _____

Name of child: _____ Date of birth: _____

Address: _____

Name of father: _____ Occupation: _____

Employer: _____

Name of mother: _____ Occupation: _____

Employer: _____

Temporary/permanent employment: _____

Home Telephone: _____ Business telephone: _____

Length of residence in town: _____

Who will bring the child to the Centre: _____

I agree to pay the fee of per month, on the first day of each month.

I also agree to the condition that a MONTH'S NOTICE must be given before my child leaves the school, or a full month's fee will be charged to me in lieu of notice and I agree to abide by all other conditions set out in your rules.

Date: _____

(Mr/Mrs): _____

Signature of parent

Date of enrolment: _____

Indemnity Form

I _____ being the parent/guardian of _____
(Name of parent/guardian) (Name of child)

Will not hold the _____ (name of ECD Centre), its Governing Body, staff members or any person associated to the Centre responsible for any injuries, harm or damages to their possessions, that my child/ren, any person collecting or delivering or accompanying my child/ren and I may suffer, whether on the Centre's premises, an excursion with the Centre or using the Centre's equipment or facilities.

Signature of parent/guardian

Date

Witnesses:

1. _____
Signature

(name printed)

2. _____
Signature

(name printed)

Medical Form

Name of child: _____

Date of birth: _____

Family Doctor's name: _____

Contact no: _____

FAMILY HISTORY (Please state any allergies, other medical problems).

Mother: _____

Father: _____

Siblings: _____

PERSONAL HISTORY

Confinement – (any problems during pregnancy or at birth):

Has your child been immunised?

YES

☐

NO

☐

If NO please state immunisations taken: _____

Previous illness: _____

Allergies: _____

Disability:

Other:

Incident Report Form

(Complete in triplicate)

One copy to parent. One copy to child's file. One copy to the accident file

Name of the child: _____ Date of the incident: _____

Description of accident / injury / incident:

Where did it occur? _____

Where did it occur? _____

When did it occur? _____

Who witnessed the accident / injury / incident? _____

What injuries or symptoms resulted (describe part of the body)? _____

Was any blood present? _____ How much blood? _____

Where was the blood? _____

What was done for the child (first aid treatment)? _____

Is any further medical attention required? _____

When was the parent notified? _____

When did the parent collect the child? _____

What advice was given to the parent? _____

Who was in charge when the incident occurred? _____

What measures are necessary to prevent such an incident in the future? _____

Signature and date of staff member: _____

Signature and date of parent: _____

Medicine Administration Chart

Name of child: _____

Name of Medicine: _____

Instruction of parent or guardian: (Frequency, dosage/volume)

Signature of parent/guardian _____

Date: _____

Date

Time

*Signature

Date

Time

*Signature

Date

Time

*Signature

Date

Time

*Signature

Date

Time

*Signature

Date

Time

*Signature

Date

Time

*Signature

****SIGNATURE OF STAFF MEMBER WHO ADMINISTERS THE MEDICINE***

Children's Attendance Register

[illegible]

Parent Contact Details

[illegible]

Employment Policy

Staff Recruitment Criteria

The centre's governing body needs to play an active role in the recruitment of all issues regarding staff and the effective running of the centre. The governing body also needs to be part of the recruitment selection process of all new members of staff.

Qualifications Required by All Staff

All persons employed at the Centre will understand the needs of young children and the philosophy and approaches (ways of working with young children) encouraged at the Centre, and will:

- Enjoy working and interacting with young children
- Allow children to do as much as possible for themselves
- Include children's participation in all that they themselves are doing
- Be prepared to sit on the floor or ground as much as possible
- Take time to listen to a child
- Help to settle disputes between children calmly and democratically
- Respect children and each other at all times
- Show respect for all parents or guardians and encourage them to become involved with their children's learning
- Assist in any way possible to ensure the success of the Centre and the learning programme planned for children
- Be over 20 years of age
- Be prepared to undergo TB screening tests annually if required
- Have training in first aid or be prepared to undergo training
- Arrive at work on time, in good health, neatly dressed and sober
- Need to be prepared to participate in any staff development activities planned or proposed for the benefit of the Centre, children or themselves

Principal

This person will be responsible for the smooth running of the centre, the staff and the learning programme. He/she will have a recognised qualification in ECD and several years ECD and some managerial experience.

Group Leader

This person will be fully responsible for a group of children and their learning programme. He/she will have a recognised qualification in Early Childhood Development from a recognised training institution.

Group Assistant

This person will work under the supervision of the teacher/group leader and principal with a group of children and will need to assist in any way possible to ensure a good day for the children. The person will not normally be required to plan the programme for the week.

Domestic staff

This person will be responsible for cooking for the children and for ensuring that the centre and grounds are clean and tidy at all times. These persons may be asked to assist with the supervision or care of children during the day.

If the Educare centre is a multi-age, open plan Centre, Staff has many shared responsibilities while having specific responsibilities.

At certain times of the staff are all jointly responsible for all the children irrespective of their age or the group they normally belong to. Early morning and late afternoon are two specific times when all staff members are equally responsible for all the children during indoor and outdoor periods. This also applies during outings.

There may also be periods when you are requested to do any tasks necessary for the smooth running of the centre.

The group leader may be asked to assist the principal with the administration of the centre at certain times but will primarily be responsible for the group of children. This includes their safety, learning and stimulation.

The specific job description is as follows:

Administration and Health Care

The group leader will need to:

- Keep a full group list with names and details up to date
- Complete a daily attendance register
- Ensure that the principal is informed in good time of all supplies needed for the centre and the learning programme
- Progress a monthly progress report on each child in his/her group to the principal and bi-annual report to parents
- Be aware of children's health status daily and to report any ill health or concerns to the principal immediately
- Refer parents to the principal when problems arise
- Maintain sound relationships with all other members of staff
- Assist with the cleaning of equipment and furniture
- Be prepared to assist with any domestic chores if required to do so

The learning programme

The group leader will need to:

- Participate in discussion regarding the use of space in the centre and the rosters of supervision of each area
- Be responsible for the setting up and tidying of each area allocated to him/her on a daily basis
- Ensure that good care is taken of all equipment in that area by all users
- Be fully aware of the value of all learning opportunities of the area in order to interact with the children equally whilst that particular area
- Plan stimulating and educationally appropriate area and/or group time activities for each age group
- Ensure that each child is involved in the majority of learning opportunities on a daily basis
- Be fully involved with the children wherever they are working
- Ensure the daily programme and time slots are adhered to
- Be prepared to make minor repairs to damaged items
- Ensure that each child takes home all his/her possessions and work at the end of the day

Planning

The group leader will need to:

- Submit written plans for activities planned for the week ahead for discussion with the principal
- Ensure all resources needed for the programme are ready and available when needed
- Prepare the area for which he/she is responsible well before the children become involved in the activity
- Be prepared to attend and contribute to periodic planning session with all other members of staff

Induction Process

- Give new staff member history of the centre
- Introduce staff member to all other staff
- Inform staff member of dates she/he will have to begin work
- Explanation of internal systems that all employees should understand: such as mail, how the telephone, photocopier and other machines work and how telephone and other messages are taken, messenger services are used, how to get stationery/supplies.
- Personnel procedures, such as: when and how salaries are paid, procedures when sick and how to apply for leave.
- Orientation to the building and premises.
- Conditions of employment and policies on health, safety and confidentiality need to be explained.
- Essential procedures, such as when answering the phone and taking messages.

Supervisor to meet once a week with the new staff member to review progress and discuss any questions or problems, go through job description and clarify every task.

Letter of Appointment:

Business Name

123 Main Street, Cape Town, South Africa

Home: 123-456-7890 Cell: 555-123-4567

email@example.com

Dear _____,

New Employee

Upon reviewing your application and interviewing you in person we are very pleased to appoint you as the new _____ for the _____ in _____ as of _____.

Position

Business Name

Location

Date

Out of the many qualified candidates that applied for this job, your skills and experience stood out as exactly what this educare centre needs to succeed.

The conditions of your appointment are included within this packet. If you wish to accept the enclosed conditions and this job please sign and date this letter below and return it by _____.

Return Date

If you no longer wish to accept this job please let me know as soon as possible so we can find someone else to fill the position. If we do not receive a response from you by _____ we will

Return Date

assume you are no longer interested in this job and this offer will automatically be withdrawn.

If you have any questions or concerns regarding the enclosed terms and conditions or anything related your new position please do not hesitate to contact me as soon as possible to discuss them further. We are looking forward to working with you.

Sincerely,

Employer

Employment Contract

The contracting parties are _____ Educare and _____.

Employed as _____ at the centre.

Situated at: _____

And _____
(Herein after referred to as “the employee”)

1. Date of commencement:

This contract will begin on _____ and continue until terminated as set out in clause four (4).

2. Place of work: CECD Educare

3. Job description:

Job Title: _____

Duties: _____

4. Termination of employment:

4.1 Either party can terminate this agreement on four weeks written notice. In this case where an employee is illiterate, notice may be given to that employee verbally.

- 4.2 The parties agree that on termination of the contract of employment, the employer shall furnish the employee with a certificate of service.

5. Salary/Wages:

- 5.1 The employee's salary shall be paid in cash on the last working day of every month and shall be R.....
- 5.2 The employer shall review the employee's salary once a year.

6. Hours of work:

- 6.1 Normal working hours will be from _____ to _____ Mondays to Fridays.
- 6.2 Overtime will only be worked if agreed upon by both parties.
- 6.3 The employee will be given time off in exchange for overtime worked.

7. Meals intervals:

The meal break of an employee will be during the meal breaks of the pre-school children providing that the children will also be supervised.

8. Public Holidays

The Employee will be entitled to all official holidays on full pay.

9 Leave

9.1 Annual Leave

An employee is entitled to _____ days' annual leave after every 12 months of continuous service or one (1) day for every seventeen (17) days worked. Such leave is to be taken at times convenient to the employer.

9.2 Sick Leave:

- (a) An employee must submit a doctor's certificate if sick for more than 1 day.
- (b) An employee is entitled to only one (1) day paid sick leave for every twenty-six (26) days worked for the first six (6) months of employment and six (6) weeks paid sick leave for every thirty-six (36) months of continuous employment.

9.3 Maternity Leave:

- (a) A pregnant employee is entitled to four (4) consecutive month's maternity leave, which may begin up to four (4) weeks before the expected date of birth.
- (b) A pregnant employee or an employee nursing her child is not allowed to perform work that is hazardous to her health.

9.4 Family responsibility leave:

- (a) Full time employees are entitled to three (3) days paid family responsibility leave per year on request after having been employed for at least four (4) months, when the employee's spouse, life partner, parent, adoptive parent, grandparent, child, adopted child, or sibling is sick or in case of death.
- (b) An employer may require reasonable proof.

9.5 Study leave

- (a) Intention to request full-time/part-time study leave needs to be discussed with the principal.

The following criteria should be met:

- Benefit of the course to the staff member and the organisation.
- Duration of the course.
- (b) Applicants applying for study leave on full pay must provide the principal with a written motivation. Should service be terminated before the agreed obligations are met, the member of staff will be required to refund the organisation the salary received during the leave

- (c) A period of _____ years' service will be required by the applicant on completion of the course to implement the skills acquired.

10. General

Any changes to this document will only be valid if they are in writing and have been agreed upon by both parties.

Thus done and signed at _____ on this _____ day

of _____ 200__

Employer

Employee

Witness 1

Witness 2

Agreement Regarding the Reimbursement of Course Fees

Name of employee: _____

Job title: _____

Principal: _____

Course to which this agreement relates: _____

Course start date: _____

Expected course completion date: _____

Date: _____

Dear _____ (Name of employee)

The _____ (Name of ECD Centre) hereby confirms that the centre has agreed for you to attend the training detailed above and has agreed to support you, allowing you the required time off, _____ day/s per month, or _____ days weekly to attend the above mentioned training, by funding the course fees of R _____ alternatively, part of it.

In accordance with the (Name of ECD Centre) Support Study Leave, by signing this agreement you undertake to remain within the Centre's employment for at least months following the completion of the programme, implementing what you have learnt and using the skills acquired to benefit the activities of the ECD Centre.

Failure to do this for the month period will result in you being required to repay the Centre's financial assistance, towards your studies. If the need for you to leave the employment of the Centre is for a significant and unforeseen reason, the requirement to repay may be waived.

The amount specified above to be repaid will be reduced for each completed month of service following the end of the course.

Yours sincerely

_____ (Principal's name)

Principal

I confirm that I understand and agree to the terms set out above.

Signed: _____

Date: _____

Name printed: _____

Job Description - Teacher

Purpose:	Assist in developing the child holistically
Responsibilities:	<p>Prepare and develop the child mentally, socially, emotionally and physically.</p> <p>Prepare weekly lesson/ theme.</p> <p>Plan and follow daily programme and time schedule.</p> <p>Interact with children.</p> <p>Set out areas.</p> <p>Assist in other areas.</p> <p>Keep a register.</p> <p>Reports to parents and send progress reports.</p> <p>Observe the child and write the information in the observation book.</p> <p>Keep the classroom clean.</p>
Tasks:	<p>To be observant.</p> <p>To be clean and tidy.</p>
Person Specifications:	<p>Must have ECD training</p> <p>Must have an understanding of the content</p> <p>Must be physically active</p> <p>Must be healthy</p> <p>Must be loyal</p> <p>Must have a love for children.</p>
Skills:	<p>To be creative</p> <p>To use own initiative</p> <p>To work in a team</p>
Conditions:	<p>Punctual</p> <p>Work 7.00am to 5.00pm (to work shift hours when necessary)</p> <p>To be prepared to work overtime</p> <p>To attend parent meetings and functions</p>
Management Structure:	Report to the Principal and Centre Manager

Date _____

Signature _____

Job Description - Cook

Purpose:	To prepare a well balance weekly menu To cook a healthy, well balanced and appetising meal on a weekly basis
Responsibilities:	The Menu Grocery Checklist Shopping
Tasks:	Cooking of meals Planning a weekly menu Checklist/monthly shopping Organising tea for visitors and staff Cleaning kitchen, freezer, fridge, grocery cupboard, oven and other appliances See to the weekly veggies/ daily breads and milk To plan a monthly budget
Person Specifications:	Must be: <ul style="list-style-type: none">– hygienic– healthy– presentable– tidy– honest– hardworking– loyal and willing to learn Have own transport (optional) Valid drivers licence (optional)
Conditions:	Punctual Work 7.00am to 5.00pm (Shift hours can also be arranged) Occasionally needed to prepare tea and snacks at PTA meetings.
Management Structure:	Report to the Principal

Date _____

Signature _____

Job Description – Caretaker

Purpose:	To maintain the building To take pride in the building
Responsibilities:	Open and close the school Take care of the premises Make sure the grass is cut Always be punctual
Tasks:	Clean the premises Fix the plumbing Water the garden
Person Specifications:	Must be: <ul style="list-style-type: none">– Hardworking– Loyal– Willing to learn– Mature– Presentable– Hygienic– Healthy
Skills:	Must have the skills to perform certain handyman tasks such as changing of light bulbs, fixing doors, painting etc.
Conditions:	Working hours 6.00am to 6.00pm Monday to Friday Occasionally needed to unlock when parent meetings or workshops are arranged.
Management Structure:	Report to the Principal and Governing Body.

Date _____

Signature _____

Job Description – Principal

Purpose:	To ensure that all administrative tasks are carried out Manage the school.
Responsibilities:	Write out the fees' receipts File all documents Keep administration up to date Have a weekly/ monthly meeting with teachers
Tasks:	To keep order See to the proper filing of all documents Monitor the teachers Set goals and aim to achieve them Understand the ECD content.
Person Specifications:	Must be: Responsible Mature Honest Anti bias (Fair and undiscriminating)
Skills:	Experience in ECD Good communication skills Good organising skills Ability to work in a team Ability to cook Initiate own ideas Good literacy skills Be economic
Conditions:	Working hours 6.00am to 4.30pm Monday to Friday
Management Structure:	Report to the Governing Body on a daily basis

Date _____

Signature _____

Disciplinary Procedures

GUIDELINE 1

Termination of employment

A contract of employment may be terminated on notice for not less than:

- One week, if the employee has been employed for 6 months or less.
- Two weeks, if the employee has been employed for more than 6 months but less than one year.
- Four weeks, if the employee has been employed for one year or more.
- A collective agreement may shorten the four weeks notice period to no less than two weeks.
- Notice must be given in writing, except when given by an illiterate employee.
- Notice of termination of employment by an employer does not prevent the employee challenging the fairness or unlawfulness in terms of the Labour Relations Act 1995 or any other law.

GUIDELINE 2

(a) Disciplinary enquiry

The employee must be notified, in an understandable language, what she/he is being charged for:

The employer will appoint a presiding officer to chair the meeting. The law of evidence will apply, wherefore statements from both the complainant and the accused will be heard or read. They will both be awarded an opportunity for cross-examination.

The chairperson shall, within seven (7) days and in writing, inform the employee of outcomes of the disciplinary action to be taken against the employee. In case of a serious misconduct, the employer may suspend the employee on full pay until the outcome of the enquiry is communicated in writing to the employee.

(b) Appeal

An appeal may be lodged in writing with the employer within seven (7) days of receipt of notice of disciplinary action taken against him/her. An employee must forward reason an appeal in court is sought. Once the appeal has been considered and granted, the appeal must be heard within seven (7) days from the date of request.

SCHEDULE OF OFFENCES

Offences that need a normal action:

- Incompetence
- Absence without permission
- Being under the influence of alcohol during working hours and/or on work premises
- Late coming

Offences that need formal action:

- Refusal to carry out a lawful instruction
- Fighting
- Threat of violence
- Actions that are a threat to the well-being and/or safety of self and/or others
- Damage or misuse of company property
- Disruption of the employer's/Centre's activities
- Presenting/ falsifying information
- Falsifying/misrepresenting/defrauding the employer
- Negligence
- Loafing/slack time keeping failure to adhere to rules
- Incompetence
- Bribery/corruption

Offences that may lead to summary dismissal

- Assault
- Sexual harassment
- Theft
- Abscondment
- Gross negligence
- Intimidation/victimisation

Schedule of Disciplinary Actions

OFFENCE	FIRST INTERVENTION	SECOND INTERVENTION	THIRD INTERVENTION
Unauthorised removal/possession of property	Disciplinary Enquiry		
Damage to property	Written warning	Disciplinary enquiry	
Fighting/abusive behaviour	Written warning	Disciplinary enquiry	
Assault	Disciplinary enquiry		
Unauthorised absence from the workplace	Verbal warning	Written warning	Disciplinary enquiry
Lateness for work - general	Verbal warning	Written warning	Disciplinary enquiry
Lateness for meetings	Verbal warning	Written warning	Disciplinary enquiry
Rudeness to parents	Written warning	Disciplinary enquiry	
Insubordination	Disciplinary enquiry		
Unsatisfactory performance of duties	Verbal warning	Written warning	Disciplinary enquiry
Lack of confidentiality due to negligence	Written warning	Disciplinary enquiry	
Lack of confidentiality due to deliberate action	Disciplinary enquiry		
Conviction in any court	Disciplinary enquiry		

Written Warning

Date: _____

Name of Principal: _____

Name of Employee: _____

Job Title: _____

Nature of offence:

Reason for receiving the warning:

Information about any similar verbal or written warning given to the employee and still current:

Corrective measure/s taken:

Expiry date of warning: _____

If no improvement in the current situation takes place before the expiry of this warning, or if a similar incident to the one describe above takes place during the period before the expiry date of this warning, further disciplinary action will be taken against the above named employee.

Signed: _____

(Employee)

(Principal)

Comments: _____

Record of Counselling Session

Name of employee: _____

Job category: _____

Date of counselling: _____

This serves to confirm the counselling meeting, which took place on the date set out above as a result of your unsatisfactory performance.

Particulars of your unsatisfactory performance are set as follows:

The standards you are required to meet are as follows:

The following questions and advice was given to you in meeting the standards which are required and expected of you:

Your further performance will be monitored and assessed on an ongoing basis to ensure you perform to the required standard.

Please ensure that whilst the company will render all reasonable assistance necessary to enable you to meet the required standard and level of performance. If you consistently fail to achieve the requisite level of performance a competency hearing will be convened to enquire into the suitability of your continued employment at the centre.

Grievance Procedure

Name of employee: _____

Job Description: _____

Nature of grievance:

Action Taken:

Principal's signature

Date

Acceptance of grieved employee of action or reason for non-acceptances:

Employees signature

Date

Copies to: Aggrieved employee, principal and governing body.

Staff Contact Details

NAME & SURNAME	TITLE	ADDRESS	CONTACT NUMBER
	Principal		
	Grade R teacher		
	3 -4 year group teacher		
	2-3 year group teacher		
	Cook		
	Caretaker		
	Volunteer		

Staff Meeting Dates

Date Of Meeting	Venue	Meeting type
January		
February		
March		
April		
May		
June		
July		

August		
September		
October		
November		
December		

Application for Leave

Staff Details

Name: _____

Contact Address (during

leave): _____

Leave Details

Dates(s): From _____ to

_____ (incl).

Type of leave

No of days:

Annual _____

Sick _____

Study _____

Compassionate _____

Paid/Unpaid (circle where applicable)

Reason for leave:

Signatures

Applicant: _____

Co-ordinator/Manager

Date: _____

FOR OFFICE USE

	Annual	Sick	Study
Leave entitlement per year	_____	_____	_____
Less days taken	_____	_____	_____
Balance	_____	_____	_____
Less leave applied for	_____	_____	_____
Balance carried forward	_____	_____	_____

Registration: Unemployment Insurance Fund

The Government has established the Unemployment Insurance Fund in order to provide short-term relief to workers when they become unemployed, or are unable to work because of illness, maternity or adoption leave and also to provide relief to the dependants of the deceased contributor.

All workers that work for more than 24 hours per month must contribute to the Fund. It is illegal for employers not to make deductions from the worker's earnings.

Applications are listed below:

Application for Registration as an Employer



labour

Department:
Labour
REPUBLIC OF SOUTH AFRICA

UNEMPLOYMENT INSURANCE FUND
94 Church Street, Pretoria / Postal Address: UIF, Pretoria, 0052 / Tel: (012) 337-1680
APPLICATION FOR REGISTRATION AS AN EMPLOYER
Unemployment Insurance Contributions Act, 2002



Completed form can be posted to the UIF, or faxed to (012) 337-1636 or submitted at any branch of the UIF which is closest to the employer. The form can also be faxed to any of the following numbers: Pta (012) 309 5142/5286; Jhb (011) 497 3293; Dbn (031) 366 2156; Polokwane (015) 290 1670; Mmabatho (018) 384 2658; East Ldn (043) 701 3263; Bftrn (051) 447 9353; CT (021) 441 8024; Wtb (013) 656 0233; PE (041) 586 1541; Gmn (011) 873 2219; George (044) 873 2568; Pmb (033) 394 5089; Kimberley (053) 832 7218

EMPLOYER INFORMATION TO BE PROVIDED:

1. (a) Date on which the first contributor (employee) was employed or date on which business changed ownership:
(b) Number of contributors employed:
2. Name under which business is carried on (Trade Name):
3. Ownership Type: ☐ 1 = Sole Owner, 2 = Partnership, 3 = Company, 4 = Close Corporation, 5 = Trust, 6 = Other
4. Nature of business:
5. In the case of a Co. or CC, the Registered Name and Number
6. PAYE number if registered with SARS (Not the VAT or Personal Tax Number):
7. Magisterial district in which business is situated: 8. Municipality:
9. Business telephone and fax numbers: Code: Phone number: Fax number:
10. Business e-mail address (if applicable): 11. Language preference: ☐ 1 = English, 2 = Afrikaans
12. Business postal address: Postal code:
13. Business street address: Postal code:
14. Particulars of owner, partners, directors, members, chairperson, secretary, etc.
 - Surname and Initials: ID No.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Postal address: Postal code:
Residential address: Postal code:
 - Surname and Initials: ID No.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Postal address: Postal code:
Residential address: Postal code:
 - Surname and Initials: ID No.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Postal address: Postal code:
Residential address: Postal code:

⇒ N.B. Where ID number is not applicable, please indicate passport or other identification number.

⇒ N.B. A completed form UI-19 in respect of employees must accompany this form, or please indicate clearly that the information of employees will be submitted electronically.

90

Application for Maternity Benefits



UNEMPLOYMENT INSURANCE ACT 63 OF 2001 APPLICATION FOR MATERNITY BENEFITS IN TERMS OF SECTION 25(1) - Read with Regulation 5(1) and 5(4)



UI-2.3

13 Digit Bar-Coded Identity Document/Passport Number <div style="border: 1px solid black; width: 150px; height: 15px;"></div>		Date of Birth (dd/mm/yy) <div style="border: 1px solid black; width: 60px; height: 15px;"></div>	Gender Female <input type="checkbox"/> Male <input type="checkbox"/>
First Names <div style="border: 1px solid black; width: 300px; height: 15px;"></div>		Surname <div style="border: 1px solid black; width: 250px; height: 15px;"></div>	
Postal Address <div style="border: 1px solid black; width: 350px; height: 15px;"></div>		Code <div style="border: 1px solid black; width: 50px; height: 15px;"></div>	Code /Telephone No <div style="border: 1px solid black; width: 150px; height: 15px;"></div>
Residential Address <div style="border: 1px solid black; width: 350px; height: 15px;"></div>		Code <div style="border: 1px solid black; width: 50px; height: 15px;"></div>	Cell No <div style="border: 1px solid black; width: 150px; height: 15px;"></div>
Occupation <div style="border: 1px solid black; width: 200px; height: 15px;"></div>	Occ. Code <div style="border: 1px solid black; width: 50px; height: 15px;"></div>	E-Mail Address <div style="border: 1px solid black; width: 150px; height: 15px;"></div>	Fax Number <div style="border: 1px solid black; width: 100px; height: 15px;"></div>
Method of Payment <i>Use the UI-2.8 form for Banking Details</i>		PAYPOINT	
<input type="checkbox"/> CHEQUE <input type="checkbox"/> BANK TRANSFER <input type="checkbox"/> OTHER			
Details of previous application			
a) Name and ID No under which you applied:		b) Date of Application: ____/____/____	
		c) Office of application:	

ARE YOU STILL EMPLOYED ☐ YES ☐ NO
 NR: IF YOU ARE STILL EMPLOYED, FORM UI-2.7 MUST ALSO BE COMPLETED.

DATE OF COMMENCEMENT OF MATERNITY LEAVE: ____/____/____

IF YOU HAVE RETURNED TO WORK, STATE DATE: ____/____/____

IMPORTANT: READ THIS SECTION BELOW:

If your application is successful the claims officer will authorise the payment of benefits. You must also inform the claims officer as soon as you resume employment. I declare that the above information is true and correct. I understand that it is an offence to make a false statement.

SOURCES OF OTHER INCOME (mark X where applicable)	
1. Monthly Pension from State (Excluding Disability grant)	<input type="checkbox"/>
2. Benefit from Compensation Fund for temporary or total disablement	<input type="checkbox"/>
3. Benefits from an Unemployment Fund established by a bargaining or statutory council	<input type="checkbox"/>
4. NONE	<input type="checkbox"/>
If applicable mark X on 1-4:	
When did you begin to receive this income? ____/____/____	
Do you continue to receive this income? <input type="checkbox"/>	
If you no longer receive this income when did it come to an end? ____/____/____	

MEDICAL CERTIFICATE (to be completed by a medical practitioner or registered midwife)	
I, _____ am a qualified _____.	
Qualifications: _____ My practice number is _____.	
I confirm that _____ is under my treatment and is pregnant. The expected due date of birth is _____.	
OR	
I confirm that _____ gave birth on ____/____/____. \ The baby was stillborn on ____/____/____ \ the patient had a miscarriage on ____/____/____.	
Signature _____	Date _____ Tel No. _____
Address _____	

SIGNATURE OF APPLICANT: _____ DATE: _____

FOR OFFICIAL USE ONLY

DOCUMENTS/INFORMATION SUBMITTED		Signature of Official	Claim approved from:	OFFICE STAMP								
1. UI-19 (If Applicable) <input type="checkbox"/>	8. Telephonic Verification Contact Person <input type="checkbox"/>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2">REMUNERATION/SALARY</th> </tr> <tr> <td>Gross pay (before deductions)</td> <td>Payment Frequency (PW or PM)</td> </tr> <tr> <td><div style="border: 1px solid black; width: 100px; height: 15px;"></div></td> <td><div style="border: 1px solid black; width: 100px; height: 15px;"></div></td> </tr> <tr> <td><div style="border: 1px solid black; width: 100px; height: 15px;"></div></td> <td><div style="border: 1px solid black; width: 100px; height: 15px;"></div></td> </tr> </table>	REMUNERATION/SALARY		Gross pay (before deductions)	Payment Frequency (PW or PM)	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	Application refused in terms of: _____	
REMUNERATION/SALARY												
Gross pay (before deductions)	Payment Frequency (PW or PM)											
<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>											
<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	<div style="border: 1px solid black; width: 100px; height: 15px;"></div>											
2. Certified Copy of ID <input type="checkbox"/>	Designation: _____ Tel. No.: _____	Claims officer (Please Print): _____										
3. Payslips <input type="checkbox"/>		Signature: _____										
4. Proof of banking details - UI-2.8 <input type="checkbox"/>		Date: _____										
5. UI-2.7 (If Applicable) <input type="checkbox"/>												
6. SARS Number: _____												
7. Other (Specify) _____												

Educational Programmes

Daily Programme

07:00 – 8:00	Arrival
8:00 – 8:15	Prepare for breakfast / Wash hands
8:15 – 8:30	Breakfast
8:30 – 8:40	Clean up
8:40 – 9:00	Morning Ring / Discussion
9:00 – 10:00	Creative Art / Fantasy / Art / Educational Toys
10:00 – 10:15	Clean up
10:15 – 10:45	Toilet Routine & Snack
10:45 – 11:00	Music
11:00 - 11:30	Free Play
11:30 – 11:40	Pack up
11:40 – 11:50	Story
11:50 – 12:00	Toilet Routine – Prepare for Lunch
12:00 – 12:30	Lunch
12:30 – 13:00	Toilet Routine – Prepare for Rest Time
13:00 – 14:30	Rest Time
14:30 – 15:00	Wake Up - Prepare For Snack – Put on shoes
15:00 – 15:30	Snack
15:30 – 17:15	Free Choice Art – indoor and outdoor
17:15 – 17:30	Departure

Menu

	BREAKFAST 8:00	SNACK 10:00	LUNCH 12:00	SNACK 16:00
Monday	Wheat Bix	Own	Spaghetti	Peanut Butter Sandwich & Tea
Tuesday	Maize Meal	Own	Irish Stew	Biscuits & Juice
Wednesday	Jungle Oats	Own	Fish	Jam Sandwich & Tea
Thursday	Maize Meal	Own	Vegetable Soup	Fruit & Milk
Friday	Corn Flakes	Own	Mince food	Fish Paste sandwich & Juice

Teacher's Lesson Plan

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1	Welcome	Colours	Winter	The Sea
2	My Body	Colours	Winter	The Sea
3	My Body	Colours	Shapes	Concert
4	My Body	Autumn	Shapes	& Summer
5	My Family	Autumn	Watch it Grow	Concert
6	My Family	Pets	Watch it Grow	& Summer
7	My Home	Pets	Spring	Christmas
8	My Home	Farm	Spring	Christmas
9	Easter	Farm	My Senses	Christmas
10	Easter	Wild Animals	My Senses	
11		Wild Animals		

Observation Records

Written observations help the teacher to keep track of the child's progress, and also help when she has to tell the parents how the child is getting on or make a written report.

Each child is given a double page in a book or file and her name is written at the top.

The teacher uses these pages to write down what she sees the child doing. She writes down the child's exact words, especially those that indicate that the child has understood or learnt something new. The teacher must avoid making judgments such as "he is hyperactive" or "he is destructive"; instead she should record what the child actually says or does. If she writes just a line or two every week for each child she is observing, she will get a record of each child. Each entry should be dated

Sample Progress Report



(Name of child)

I can say hello and goodbye

YES

☐

NO

☐

I love art

YES

☐

NO

☐

I tidy up

YES

☐

NO

☐

I love music / movement

YES

☐

NO

☐

I can help myself

YES

☐

NO

☐

I have healthy eating habits

YES

☐

NO

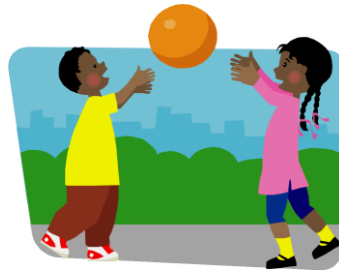
☐

I love playing outside

YES

☐

NO

☐

I love reading and listening to stories

YES

☐

NO

☐

I am happy

YES

☐

NO

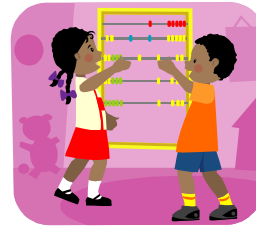
☐

I make friends

YES

☐

NO

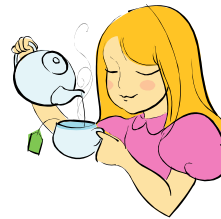
☐

I love fantasy play

YES

☐

NO

☐

I love educational activities

YES

☐

NO

☐

I love outings

YES

☐

NO

☐

I am responsible

YES

☐

NO

☐

I enjoy rest time

YES

☐

NO

☐

Comments

Signature

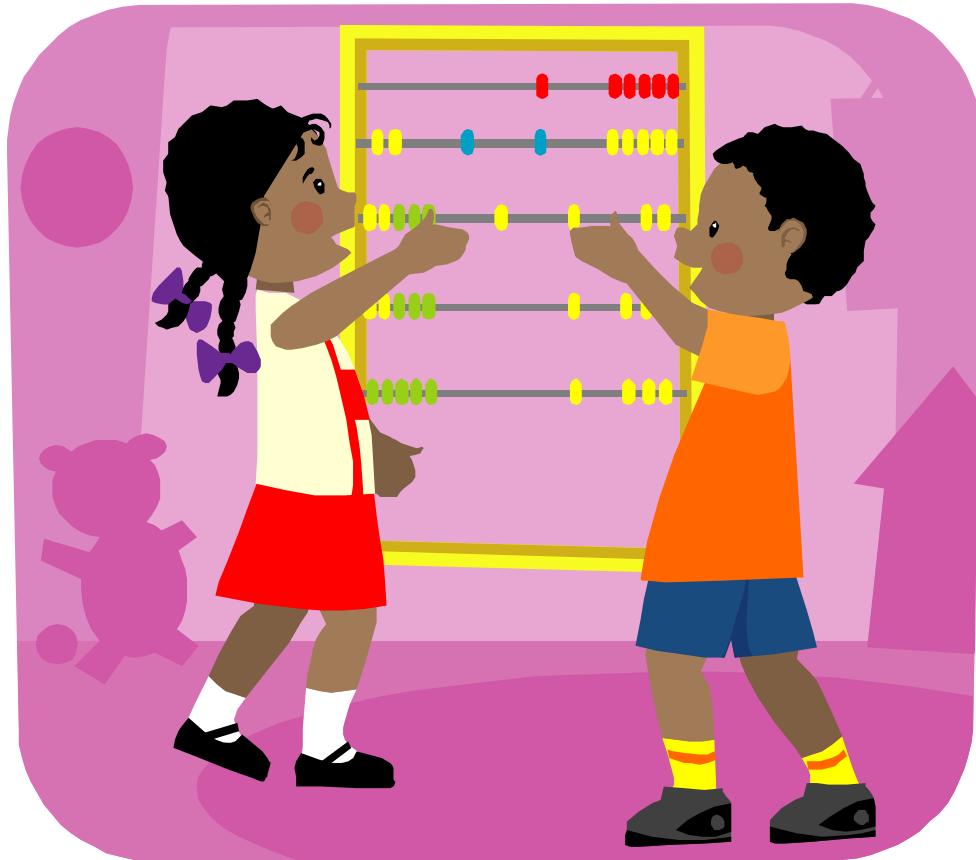
Date

Parent's comments:

Signature

Date

PROGRESS ASSESSMENT: JUNIOR



Name of child

BASED ON OBE PRINCIPLES

	June	Sept	Dec		NY	Not been exposed to this yet
Length				K	1	Attempted but not able to do all
				E	2	Able to do at a basic level with support
Weight				Y	3	Not consistent , needs more practise
					4	Performs well
					5	Performs above expectations

A. Learning programme: Life Orientation

Physical Development		June	Sept	Dec
1.	Gross motor development:			
	▪ Basic movements and co-ordination			
	▪ Walk / run			
	▪ Jungle gym apparatus			
	Balance:			
	▪ With apparatus			
	▪ Without apparatus			
	Eye-hand co-ordination:			
	▪ Throw (1 / 2 hands)			
	▪ Catch (1 / 2 hands)			
	Foot-eye co-ordination			
	▪ kick			
	Body awareness			
	▪ knowledge of body parts			

2.	Fine motor development			
	▪ hand and finger development			
	▪ handling of crayon and brush			
	▪ cut on line			
	▪ dominant hand (left / right)			

3.	Social Development			
	▪ relationship with peers			
	▪ relationship with adults			

4.	Emotional Development			
	▪ general appearance			
	▪ self confidence			
	▪ independence			
	▪ self-control			

B. Learning Programme: Literacy

Language Development		June	Sept	Dec
1.	Speech			
	▪ speech is sufficient / insufficient			
	▪ uses new words			
	▪ logical conversations			
	▪ vocabulary			

2.	Auditory perception			
	▪ memorises songs / poems			
	▪ performs tasks / follows instructions			
	▪ enjoys story time			

3.	Auditory discrimination			
-----------	--------------------------------	--	--	--

	▪ fast and slow			
	▪ loud and soft			
	▪ high and low			
	▪ walks rhythmically			

C. Learning Programme: Numeracy

Cognitive Development		June	Sept	Dec
1.	Visual Development			
	▪ recognise colours			
	▪ recognise shapes			
	▪ puzzles			
	▪ sorting			

2.	Counting			
	▪ counting			
	▪ counting of objects			
	▪ recognition of numbers			
	▪ repetition of numbers			

▪

3.	Concentration			
	▪ Task completion			
	Attention span			
	▪ stories			
	▪ tasks			

December

Educator's comments:

Encouraging remark from the parents:

Educator: _____

Principal: _____

Parents: _____

School re-opens _____

Governing Body

Governing Body Contact Details

NAME & SURNAME	TITLE	ADDRESS	CONTACT NUMBER
	Chairperson		
	Vice Chairperson		
	Secretary		
	Treasurer		
	Additional Member		
	Additional Member		

Duties of Governing Body Members

Chairperson

The Chairperson, as the leader of the organisation, chairs the organisation's entire meeting.

His/Her duties are:

- Ensure that members stick to the regulations of the organisation's Constitution.
- Chair meetings in such a way as to ensure order.
- Sign the minutes of each meeting after members have agreed to them being accurate.
- Oversee the financial aspect of the organisation.
- Sign all funding agreements and cheques.
- Supervise and keep track of all the organisation's affairs.
- Perform all other duties required by the organisation.
- Ensure all meetings take place as stated in the Constitution.
- Work in a team with the members of the organisation
- Serve as Ex-officio on all Sub-committees, attending all its meetings and participating in all discussions. He/She may not vote at such meetings.
- Ensure the organisation's annual report is submitted.

Vice Chairperson

Keep close contact with the chairperson, assisting him/her with their duties and takes over the Chairperson's tasks and duties in his/her absence. The Vice Chairperson must:

- Perform all duties and functions passed on by the Chairperson.
- Serves as Ex-officio on all Sub-committees.

If both the Chairperson and Vice-chairperson do not attend a meeting, the members must elect a person from amongst themselves to chair that meeting.

Treasurer

The Treasurer keeps record of the organisation's finances. The Treasurer must:

- Record the organisation's income and its expenditure.
- Compile and keep records of all donors, funding and fundraising.
- Co-sign cheques and for withdrawal of money from the organisation's accounts. This must be done with the Chairperson
- Be responsible for payment of all expenses and the collection of membership fees.
- Ensure the organisation sticks to its budget.
- Prepare the organisation's annual Financial Statement to present at its AGM.

Secretary

The Secretary is responsible for the organisation's administration and must work closely with the organisation's Chairperson and its Vice chairperson. The Secretary must:

- Take minutes and keep a record of all meetings.
- Prepare and send the agenda for each meeting to the organisation's members.
- Keep contact details of the organisation's members
- Perform other duties that may be required by the organisation.
- Prepare the venue for meetings.

Code of Conduct for Governing Body Members

The Code of Conduct shall be for all members and office bearers of the organisation.

The following rules of conduct shall be observed:

- All members shall conduct themselves in a dignified and orderly manner at meetings at all times. Any member failing to adhere to this must immediately leave the meeting when ordered to do so by the Chairperson.
- All members and office bearers shall comply with the organisation's Aims & Objectives and its Constitution.
- No member or office bearer of the organisation shall conduct themselves in such a way as to bring the organisation into dispute.
- No member or office bearer of the organisation shall attempt to influence the activities of the organisation in its consideration of a decision on any matter before it, to gain direct benefit, in money or otherwise for him/herself or any other person or body with whom or which he/she may be associated.
- No member or office bearer shall directly or indirectly accept a gift, reward or favour, whether in money or otherwise as a consideration for voting in a particular manner or any other matter before the organisation.
- No member or office bearer of the organisation shall use the office facilities or equipment for personal use without permission from the Executive members.
- No member or office member will be allowed to display or carry weapons at any meeting or function of the organisation.

Registration

What Must be Done to Register an ECD Centre



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA

When someone wants to establish and register an early childhood development centre or needs to apply for changes to an existing registration certificate the following is very important:

- Any person, organisation or community, which intends to set up an early childhood development centre, must contact the office of the Department of Social Development nearest to the proposed centre.
- The local authority (municipality) must be consulted to obtain the right of use and the necessary health clearance certificate to run the centre in a particular place.
- The registration or re-registration of a centre will be considered by the Minister when a report and a recommendation by the Department of Social Development have been received. A certificate from the local authority stating that the centre complies with all the structural and health requirements of the local authority must accompany the report of the Department of Social Development.
- Where minimum standards are not met, the centre can be provisionally registered and a subsidy may be paid to meet the minimum standards within a specific time frame. If these conditions are not met, this may result in closure of the facility and /or service.
- An early childhood centre is subject to quality assurance review or inspection by the Department of Social Development at least once a year.
- All applicants must also contact the local Departments of Education and Health in the area where the early childhood development centre is located, to find out if they have any other requirements.

*Issued by the Department of Social Development.
Pretoria.*

Registration for Non-Profit Organisation (NPO)

Purpose

The objective of the Non-profit Organisations Act are to encourage and support non-profit organisations in their contribution to meeting the diverse needs of the population of the Republic by:

- Creating an environment in which non-profit organisations can flourish; and to
- Encouraging non-profit organisations to maintain adequate standards of governance, transparency and accountability, and improving those standards.

Registration

In order to get your Educare Centre registered as a NPO, you need to have the following:

- ❖ A copy of the constitution of the Governing Body of the crèche
- ❖ ID numbers of all members of the Governing Body
- ❖ Addresses of all the members of the Governing Body
- ❖ Contact information for all the members of the Governing Body

After all of this is acquired, you can register online at:

<http://www.npo.gov.za/PublicNpo/WebApplicationCase/Register>

After you submit the application online, you will receive a tracking number that can be used to see the progress of your application. After 28 business days the application should be processed. If everything was correct, your organisation will receive its official NPO number.

Registration Procedure for Partial Care Facility Registration

Step 1

A person intending to establish an ECD Centre has to contact the social worker or the official employed and authorised by the provincial Department of Social Development at the district office in their region to arrange for an interview.

The following will be discussed:

- Registration requirements;
- Child Care Act;
- Registration procedures;
- Minimum standards of registration for ECD Centres;
- Application forms;
- Subsidisation Procedure;
- Monitoring and evaluation
- National Child Protection Register

Step 2

The social worker or other official employed or authorised by the provincial Department of Social Development will provide the applicant with an application form and any other relevant documents to use as guidelines.

The following documents, attached to the application form, have to be completed by the applicant:

- Forms 29 and 30 (Child Protection Register) to be sent to Pretoria. **(See Appendix 1 for forms.)**
- Forms 11 and 16 (Application for Partial Care Facility Registration) to be sent to the Department of Social Development. **(See Appendix 2 for forms.)**
- Menu;
- Daily Programme;
- Needs assessment form (giving details of the area local to the centre in terms of the number of young children and how many other centres cater for them i.e. explain the need for this centre in this area).

The applicant also has to submit a copy of:

All supporting documents from forms 11 and 16. **(See Appendix 2 for both forms.)**

Incomplete forms will not be accepted. All documents required are to be submitted with the application form to enable the evaluation process for registration to begin.

Step 3

When the properly completed application form and all relevant documents listed in Step 2 have been received, the social worker or other official employed and authorised by the provincial Department of Social Development does the following:

- Visit the premises;
- Informs the Environmental Health Officer by letter;
- Informs other relevant stakeholders by letter, for example Department of Education, that an application for registration has been received.

Step 4

When the Health Clearance form and Food Clearance form (**See Appendix 3**) and/or other reports have been received, the social worker or other official employed by the provincial Department of Social Development does the following:

Completes the checklist of all requirements detailed in the Partial Care Facility Registration Checklist (**See Appendix 4**) and if these have been met, issues a Provisional Registration Certificate (valid for one year). During this time, a subsidy may be granted to the centre to enable them to meet the minimum standards.

The following conditions needs to be met:

- Administrative and financial management systems to be in order and satisfactory;
- Services provided to children in terms of physical, emotional, intellectual, nutritional and social care have to be satisfactory;
- The physical condition of the centre needs to be satisfactory;
- The general function of the centre to be satisfactory.

If not satisfactory, the social worker or other official employed and authorized by the provincial Department of Social Development will continue to consult, advise, empower, build capacity and review the facility.

Step 5

The social worker or official employed and authorised by the provincial Department of Social Development will monitor the centre for one year and do an assessment of the services offered by the centre, including;

- The general care of the children;
- Administrative systems;
- Financial systems.

If satisfactory, a full registration certificate will be issued (valid for two years) and a subsidy may be paid.

If not satisfactory, the provisional certificate will be extended for a further six months during which a subsidy may be paid.

If the Centre does not meet the minimum standards after this six-month period, it will be shut down.

Step 6

The centre must be monitored by the social worker or other official employed and authorized by the provincial Department of Social Development for two years.

A developmental quality assurance assessment must be done and the registration certificate will be renewed or withdrawn.

A centre has to re-register for registration when an applicant intends to:

- Move the Centre to another building or premises;
- Extend to or decrease the size of the existing structure;
- Increase the number of children enrolled;
- Sell the business; or
- Change of ownership.

The procedure for re-registration is the same as for registration.

For all application forms, see the **Appendixes** listed below:

Appendix 1: National Child Protection Register (Forms 29/30)

Appendix 2: Application for Partial Care Facility through Department of Social Development (Forms 11/16)

Appendix 3: City of Cape Town Registration Forms (Health Clearance/Food Clearance)


Appendix 4: Department of Social Development Partial Care Facility Registration Checklist

Financial Administration

Banking Account Details

In order to open up a bank account for your ECD Centre, you will need the following:

- Copies of each of the three signatories' IDs
- Proof of address of the three signatories
- Proof of address of the ECD Centre
- Two copies of the constitution of your organisation
- Letter of agreement on the account holders, the cardholder, and conditions of agreement. See example below:



Little Paradise Educare Centre
104 Eagle Lane, Flamingo Heights
Lansdowne, 7780

Principal: Katriena Petersen
Phone: 076 - 616 - 0766
Email: littleparadise104@gmail.com

December 4, 2015

LPEC Management Committee Meeting to discuss the opening of a bank account.

See SA SDI attendance register for attendance et al.

Minutes

I. Meeting convened at 10am.

II. It was discussed that Little Paradise must create a bank account for the ~~organisation~~.

a. Two banks were discussed as potential options for the Educare Centre by the Management Committee

b. It was decided that Standard Bank will be used for the account

III. Signing Arrangement

a. In the absence of one signatory, any remaining two may sign jointly all documentation pertaining to the account with full powers.

IV. The three signatories are:

1) Print: _____ ID Number: _____

Sign: _____


2) Print: _____ ID Number: _____

Sign: _____

3) Print: _____ ID Number: _____

Sign: _____

V. The cardholder of the account is the signatory designated below:



Little Paradise Educare Centre
104 Eagle Lane, Flamingo Heights
Lansdowne, 7780

Principal: Katriena Petersen
Phone: 076 - 616 - 0766
Email: littleparadise104@gmail.com

1) Print: _____ ID Number: _____

Sign: _____

Signatories can get proof of address from councillor's office if they do not have it.

Signatories can get IDs from Department of Home Affairs if they have misplaced their IDs.

The Educare Centre should keep track of their bank account information including:

Name of Bank	
Branch Code	
Type of Account	
Account Number	
Account Name	

Receipt Book

Example of receipts that should be kept:

RECEIPT		No. _____
DATE _____		<div></div>
FROM _____		
		DOLLARS
FOR _____		
ACCT		FROM _____ TO _____
PAID		RECEIVED BY _____
DUE		SIGNATURE _____

RECEIPT		No. _____
DATE _____		<div></div>
FROM _____		
		DOLLARS
FOR _____		
ACCT		FROM _____ TO _____
PAID		RECEIVED BY _____
DUE		SIGNATURE _____

RECEIPT		No. _____
DATE _____		<div></div>
FROM _____		
		DOLLARS
FOR _____		
ACCT		FROM _____ TO _____
PAID		RECEIVED BY _____
DUE		SIGNATURE _____

Children's Fees Register

Name and Surname	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total

Petty Cash Book

DATE	VOUCHER NO	DETAILS	STATIONERY		FOOD & GROCERIES		CASUAL WAGES		OTHER EXPENCES		
									DETAILS	AMOUNT	

Cash Book

[illegible]

Budget Examples

Income

	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
FEES	6000	6000	6000	5000	5000	6000	6000	6000	4000	5000	6000	6000	67000
FUNDRAISING	800					500		1000			500		2800
DONATIONS	1000	1000	1000	1000	1000	1000	1000	1000			1000	1000	10000
	7800	7000	7000	6000	6000	7500	7000	8000	4000	5000	7500	7000	79800

Expenditure

	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
SALARIES	3000	3000	3000	3000	3000	3000	3000	3000	4500	3000	3000	3000	37500
RENT	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	24000
ELECTRICITY	150	150	150	150	150	150	150	150	150	150	150	150	1800
WATER	100	100	80	100	100	100	100	100	80	100	100	100	1160
GROCERIES	1800		1500		1800		1800		1000		1800		9700
PETTY CASH	100	100	100	100	100	100	100	100	100	100	100	100	1200
	7150	5350	6830	5350	7150	5350	7150	5350	7830	5350	7150	5350	75360

Income and Expenditure Statement

DATE	ITEM	AMOUNT	
INCOME			
	Balance b/f		
	School Fees		
	School Fees		
	School Fees		
	School Fees		
	School Fees		
	Subsidy		
	Seed Fund		
	Donations		
	Other (funding)		
	Bank interest		
TOTAL			
EXPENDITURE			
	Salaries		
	Rent		
	Groceries		
	Telephone		
	Electricity		
	Insurance		
	Petty Cash		
	Transport		
	Stationery		
	Maintenance		
	Bank Charges		

	Other		
TOTAL			
BALANCE AS PER BANK STATEMENT			

Fundraising

Ideas and Strategies

It is important for your Educare Centre to have sustainable fundraising strategies or ideas throughout the year to get an extra income. Some strategies are:

- **Creating a Fundraising Brochure:** You can create a fundraising brochure with a little background about your centre and why you need financial help. Include how you would use the money so that potential funders will understand where their donation will be going. Also include your NPO number as this will make it more likely that funders will donate. Pictures help make it more official as well.
- **Relations with Local Businesses:** After you have a brochure and budget for your centre, you can go around to local businesses and show them where you are at with your educare centre and where you still need help financially. It is great to make connections with these local business owners so that they may donate money or items that they sell that could help. For example, you may make a connection with a local bakery owner and they may agree to donate sandwiches once a week for the children.
- **Christmas Cards:** An annual event that can be done is creating Christmas cards with the children of the crèche as an educational activity and then sell those cards at local businesses. Although this may not generate the most income, this is a great opportunity to make connections with local businesses and be educational for the children.

Once you have an understanding of what types of fundraising events you would like to do and when, you can create a table, like below, where you can keep track of what you will do throughout the year.

DATE	FUNDRAISING EVENT	AMOUNT RAISED

Extended Public Works Programme

Another source of income for your crèche could come from the Extended Public Works Programme (EPWP). The Foundation for Community Work (FCW) has been working in partnership with the EPWP to use slots available for early childhood development centres. These slots could be used to pay salaries for teachers, cooks, and cleaners as long as one of the slots is used for an outreach worker. This outreach worker would be committed to doing trainings throughout the year with FCW learning how to work with families and recruit more children to be enrolled in the crèche.

At the moment, the EPWP is paying R1590 a month to all employees. This amount would be paid to employees up to 12 months and then can be renewed one more time for another 12 months. The intention is that after 24 months, the crèche will be registered for subsidy and getting money from the government and the employees have acquired enough skills to continue on their own.

In order to apply for the EPWP, applicants need to have their bank account information including:

- Name of bank
- Name of branch
- Branch code
- Type of account
- Account number

and a copy of their ID. After approval for being part of the EPWP, there are some reporting obligations including:

- Daily template register
- Report to show what they have done
- Report to show what their day looks like

Equipment

Inventory

EQUIPMENT	DESCRIPTION	QUANTITY
CREATIVE ACTIVITIES		
Plastic cloths	Strong/durable/plain colours	12
Scissors	Blunt-nose	18
Paint brushes	Thick	12
	Medium	12
	Thin	12
Paint pots with drip lids	Plastic	24
Paint pot stands	Plastic	6
Picture Stand	Metal – pull out shelves	3
Powder paint	5 kg bags	1
	Black/White/Red/Yellow/Blue/Green	
Glue	Wood – 5 l bucket	2
	Wall paper – 1 l bucket	2
Play dough boards	Plastic	18
Play dough rolling pins	Plastic	18
Play dough wheels	Plastic	12
Assorted Play dough cutters	Plastic	50
Art materials	Paper	100
	Card board	50
	Markers	20
	Pencil Crayons	50
	Crayons	50
	Drinking Straws	100
	String/wool/sponge	20
OUTSIDE EQUIPMENT		
Sand & Water	Buckets, scoops, spades, sieves, trowel	20
Hoola hoop		8
Transport toys	Motor bike (Plastic)	5

	Tricycle	3
	Broom--broom	7
	Pram	2
	Wheelbarrow	5
Play park	Wood	2
Table & Bench	Wood	2
READING AREA		
Book shelf	Wood, lockable on wheels	2
Carpets	2 m x 3 m	2
	Carpet tiles	60
FANTASY FURNITURE		
Small kitchen dresser	Wood	2
Small bed	Wood & mattress	2
Small table	Wood	2
Clothing rail & mirror	Wood	2
Dolls & clothing		8
EDUCATIONAL GAMES		
Lego		10 kg
Duplo		10 kg
Toggle blocks		10 kg
Threading toys		4
Puzzles	2pc – 60pc	8 – 10
Board games	Lotto, bingo, etc	4 – 6
Snakes & ladders	Giant floor games	2
Plastic farm animals		2 sets
Toy cars	Strong/durable	10
Train set	Strong/durable, plastic	1
Etc.		
Etc.		

Important Contact Information

- The Centre for Early Childhood Development (CECD)**
 20 Rosemead Avenue Claremont 7800
 021-683-2420
cecd@iafrica.com
- The Informal Settlement Network (ISN)**
 1st Floor Campground Centre, Cnr Raapenberg and Surrey Rd, Mowbray, Cape Town 7700
 021-689-9408
- Community Organisation Resource Centre (CORC)**
 1st Floor Campground Centre, Cnr Raapenberg and Surrey Rd, Mowbray, Cape Town 7700
 021-689-9408
- Early Learning Resource Unit (ELRU)**
 Flamingo Cres, Southern Suburbs, Cape Town
 021-762-7500
- Foundation for Community Work (FCW)**
 Springbok Street, Ashburnham, Kewtown, 7764
 021-637-9148
- Department of Social Development (DSD)**
 9 Wale Street, Cape Town
 086-014-2142
service@westerncape.gov.za



Appendixes

Appendix 1: National Child Protection Register (Forms 29/30)

Form 29

FORM 29
INQUIRY BY EMPLOYER TO ESTABLISH WHETHER PERSON'S NAME APPEARS IN PART B OF NATIONAL CHILD
PROTECTION REGISTER
(Regulation 44)
[SECTION 126 OF THE CHILDREN'S ACT 38 OF 2005]

TO: The Director-General
Department of Social Development
Private Bag xxx **OR 901**
PRETORIA
0001

Dear Sir / Madam

In terms of section 126 of the Children's Act, 38 of 2005, I
..... (full names and surname) wish to inquire whether the name of a person in my
employ or that I wish to employ appears in Part B of the National Child Protection Register. A certified copy of
one of the following documents is attached as verification of my identity (mark with an "x"):

☐ birth certificate (only if not in possession of identity document or passport)
☐ identity document
☐ passport

In the event that his/her name is included in Part B of the Register, kindly furnish reason why this was done.
Please note that section 126 of the Act requires you to respond to this inquiry within 21 working days.

Name of business :
Physical address of business :
Postal address of business :
Telephone numbers of business :
Position held or to be held by person:

Personal details of person employed or to be employed.
Full names :
Surname :
Physical address :
Postal address :
Telephone number :
Alias or nickname :
ID number :
Passport number :

Yours sincerely

(Signature)
(Date)

63

Form 30

FORM 30
INQUIRY BY PERSON TO ESTABLISH WHETHER HIS/HER NAME IS INCLUDED IN PART B OF NATIONAL CHILD
PROTECTION REGISTER
(Regulation 44)
[SECTION 126 OF THE CHILDREN'S ACT 38 OF 2005]

TO: The Director-General
Department of Social Development
Private Bag xxx
PRETORIA
0001

Dear Sir / Madam

In terms of section 126 of the Children's Act, 38 of 2005, I
..... (full names and surname) wish to inquire whether my name is included in Part B of
the National Child Protection Register. A certified copy of one of the following documents is attached as
verification of my identity (mark with an "x"):

- ☐ birth certificate (only if not in possession of identity document or passport)
- ☐ identity document
- ☐ passport

In the event that my name is included in Part B of the Register, kindly furnish reason why this was done.

Please note that section 126 of the Act requires you to respond to this inquiry within 21 working days.

My personal details are:

Full names :
Surname :
Physical address :
Postal address :
Telephone numbers :

Yours sincerely

(Signature)

(Date)

Appendix 2: Application for Partial Care Facility through Department of Social Development (Forms 11/16)

Form 11

Form 11
APPLICATION FOR THE REGISTRATION / CONDITIONAL REGISTRATION /
RENEWAL OF REGISTRATION / REINSTATEMENT OF A PARTIAL CARE FACILITY
(* DELETE WHICH IS NOT APPLICABLE)
(Regulation 14)
[SECTION 81 OF THE CHILDREN'S ACT 38 OF 2005]

(A) **NATURE OF APPLICATION**

This is an application in respect of:

- ☐ A crèche, providing partial care for children from birth to an age of 3 years
- ☐ An educare centre, providing partial care for children from 3 years until school going age
- ☐ An after school centre, providing partial care for children attending a primary or secondary school
- ☐ A private hostel, providing partial care for children attending a primary or secondary school
- ☐ A temporary respite care facility, providing temporary full-time partial care during the temporary absence of their parents or a parent or care-giver of a child
- ☐ A place of care providing partial care for children with disabilities who require a high level of support

(indicate the partial care facility or facilities in respect of which application is made)

(B) **PARTICULARS OF APPLICATION**

Name of partial care facility: _____

Physical address: _____

Postal address: _____

_____ Postal code: _____

Name of person or body who manages the partial care facility or who wishes to establish it: _____

Physical address of person or body: _____

Telephone: _____ Cell phone: _____

Fax number: _____ E-mail: _____

The number of children that will be accommodated in each category of partial care in respect of which application is made:

(C)

SUPPORTING DOCUMENTS

The following supporting documents must accompany the application:

- An exposition of the prescribed or other skills with supporting documents of the applicant or manager of the partial care facility including a copy of any qualification which would enhance partial care of children;
- A report by a social service professional on the viability of the application as prescribed by section 81(1)(c) of the Act;
- a business plan containing the information prescribed by regulation 14(4)(a);
- the constitution containing the information prescribed by regulation 14(4)(b);
- an original copy of the approved plans or a copy of the plans that has been submitted for approval if the application for the approval of the plans is still under consideration
- the emergency plan; and
- clearance certificates that the name of the applicant and the names of all staff members do not appear in the National Register for Sex Offenders established by Chapter 6 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 and in Part B of the National Child Protection Register established by Part 2 of Chapter 7 of the Act;

(D)

GENERAL REMARKS

Any additional remarks by the applicant in support of the application: _____

I certify that the above-mentioned particulars are, to the best of my knowledge, true and correct.

SIGNATURE OF APPLICANT

CAPACITY

DATE

Form 16



FORM 16
APPLICATION FOR THE REGISTRATION/ CONDITIONAL REGISTRATION/ RENEWAL OF
REGISTRATION OF AN EARLY CHILDHOOD DEVELOPMENT PROGRAMME
(Regulation 24)
[SECTION 96 OF THE CHILDREN'S ACT 38 OF 2005]

(A) PARTICULARS OF APPLICANT

Name of applicant: _____

Physical address: _____

Postal address: _____

_____ Postal code: _____

Telephone: _____ Cell phone: _____

Fax number: _____ E-mail: _____

(B) CHILDREN

Number of children to whom the programme will be presented: _____

Age Groups	Number of Children	Gender	Number of children with special needs	Number of staff per child age group
1 month – 18 months				
18 months – 3 years				
3 – 4 years				
5 – 6 years				
Total				

Days of operation: From _____ To _____

Hours Operation: From _____ To _____

(C)

SUPPORTING DOCUMENTS

The following supporting documents must be attached for the registration purposes:

- the overview of the early childhood development programme in respect of which application is made for registration;
- an implementation plan for the early childhood development programme in respect of which application is made;
- the staff composition including an exposition of the prescribed and other skills with supporting documents and including copies of any qualifications and identity documents in respect of staff that will be responsible to provide the early childhood development programme;

Name of the Practitioner	Position	ID Number	Gender	Qualifications/Other Certificates	Date of appointment/ Experience

- In the case of a partial care or child youth care centre, the relevant registration as a partial care or child and youth care centre;
- a clearance certificate that the name of the applicant does not appear in the National Register for Sex Offenders established by Chapter 5 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 or in Part B of the National Child Protection Register established by Part 2 of Chapter 7 of the Act.

(D)

GENERAL REMARKS

Any additional remarks by the applicant in support of the application:

I certify that the above-mentioned particulars are, to the best of my knowledge, true and correct.

SIGNATURE OF APPLICANT

CAPACITY

DATE

Appendix 3: City of Cape Town Registration Forms (Health Clearance/Food Clearance)

Health Clearance Forms

PROCEDURE GUIDELINE **APPLICATION TO OPERATE A CRÈCHE OR AFTER CARE CENTRE**

Application as a place of care is only necessary where 6 or more children are to be cared for.

1. The applicant must approach the relevant Administration's Town Planning Department to clarify land use, zoning conditions, etc.
2. In certain instances the applicant may well have to apply for special consent or rezoning of the property in question. Such application carries a specified fee.
3. The Town Planning Department will inform the surrounding property owners of the applicant's intentions via registered post.
4. Objections are referred to the Urban Planning and Development Committee for consideration.
5. Should no objections be received the application is approved and a copy of the approval is sent to the City Health Directorate.
6. After Town Planning has approved the application, the applicant has then to approach the Department of Social Services and apply for registration as a place of care in terms of the Child Care Act.
7. Such application is forwarded to the relevant Environmental Health office, via the relevant Administration, for a report on the suitability of the premises as a place of care.
8. In instances where a place of care requires subsidisation, the Department of Social Services also deals with such aspect.
9. The Environmental Health Practitioner (EHP) submits a report, via his Sub-District, to the Department of Social Services.
10. Said department then notifies applicant in writing of the health requirements as well as any other requirements it may wish to stipulate.
11. Applicants are given a reasonable time within which to comply with all requirements specified.
12. The Department of Social Services normally notifies the EHP when requirements are due for follow-up.
13. Such follow-up inspection is duly performed and a further follow-up report is submitted to the Department of Social Services stating compliance or non-compliance.
14. Once all requirements have been complied with the Department of Social Services issues a registration certificate to the applicant.
15. Such registration certificate contains an endorsement stating the number of children for which the premises is suitable, as well as the hours of operation.
16. Once the crèche has been registered it is subjected to regular routine inspections by the district EHP.
17. Should an applicant at any stage wish to increase the number of children cared for, application for registration must again be made to the Department of Social Services.
18. It is important to note that some Administrations place a limit on the number of children that may be cared for at residential premises.

Executive Director: City Health
P.O Box 2815
CAPE TOWN
8000



APPLICATION FOR CHILDCARE FACILITIES AS PRESCRIBED IN TERMS OF THE CITY OF CAPE TOWN: ENVIRONMENTAL HEALTH BY – LAW NO. 13333, P.G.E. NO. 6041, DATED 30 JUNE 2003
(PART 4)

Name of applicant:

Trading as:

Address of premises: Erf No.:

	YES	NO
Type of childcare Facilities?		
Crèche or Full Day Care.....		
Morning Care Centre.....		
Pre-primary School.....		
Post School Centre.....		
Are meals provided?		
Is a kitchen provided?		
Is a sickbay provided?		
Is a first aid kit available?		
Does at least one staff member have a valid first aid certificate?		
Are sandpits provided?		
Has application been made for Land-use planning approval with Council's Land-use planners?		
Has application been made with the PGWC Dept of Social Services for registration in terms of the		
Has application been made with the PGWC Dept of Education for Registration in terms of the		
Schools Act? (Applicable to Pre – schools and School based after Care facilities:		
Has fire clearance been obtained?		
Has staff undergone pre – employment chest X – rays detection of TB?		

Number of children and age group?	Age Group	Number of children
	0 – 2 years	
	2 – 6 years	
	6 – 18 years	

Type of toilets available?

Potty's	Flush	Chemical	Plt	Buckets
---------	-------	----------	-----	---------

	CRECHE OR DAYCARE CENTRE		MORNING CARE	AFTER CARE
	UNDER 2 YEARS	2 TO 6 YEARS	3 TO 6 YEARS	SCHOOL AGE
Indoor Play Space m²				
Outdoor Play Space m²				
Number of Toilets				
Number of W/hand basins				
Number of Potties		N/A	N/A	N/A

SIGNATURE OF APPLICANT

DATE

THIS CITY WORKS FOR YOU ESI SIXEKO SISEBENZELA WENA HIERDIE STAD WERK VIR JOU

STANDARD HEALTH REQUIREMENTS FOR CRECHES & AFTERCARE

STAFF FACILITIES:

An adequately lighted and ventilated office must be provided. The office may either double as a staffroom and sickbay, or these may be provided separately.

CHILDREN'S SECTION (2 - 6 YEARS):

1. An indoor play area of at least 1.5m² per child must be provided. Not more than one third of the indoor play area may be an enclosed verandah.
2. An outdoor play area of at least 1m² per child for the first 30 children must be provided. Children may be divided into groups and be taken outside one group at a time. If no outdoor space is available, add an extra 1m² per child.
3. Water closets and wash hand basins must be provided in the ratio of one for every 20 children or part thereof, irrespective of sex. Plastic buckets/basins may be used in place of porcelain wash hand basins.
4. Toilet facilities must be of the low-level type, or alternatively platforms of suitable height must be provided at the water closet pans and wash hand basins to be used by the children. Such platforms must be of an impervious material.
5. The hot water supply to the wash hand basins used by the children must be thermostatically controlled at a suitable temperature, alternatively, only cold water need be provided.

INFANTS SECTION (0 - 2 YEARS):

6. An indoor play area of at least 2m² per child must be provided.
7. A wash hand basin must be provided in the nursery (unless one is close-at-hand).
8. The following items must be provided in sufficient numbers:
 - a. Potties - one potty for every 5 children.
 - b. Racks for the storage of potties.
 - c. Baby baths - one baby bath for every 15 children.
 - d. Storage facilities for soiled nappies.

AFTERCARE:

9. An indoor play area of at least 1.8m² per child must be provided. Such area must be separate from the pre-school age groups.
10. An outdoor play area of at least 2m² per child must be provided. Such area must be separate from the pre-school age groups.
11. Water closets and wash hand basins, separate for sexes, must be provided in the ratio of one for every 20 children or part thereof.

KITCHEN:

12. No recommended size, but must be kept in a clean and hygienic condition at all times.
13. Usual health requirements apply, and for larger crèches the following may be required:

The kitchen must be provided with:

- a. A wash hand basin.
- b. A double bowl, double drainage board, stainless steel sink. At least one of the bowls must be of the deep pot-washing type.
- c. Adequate cooking and refrigeration facilities.

A hood and flue with an extraction fan and removable grease filters must be provided over all cooking apparatus. The flue must extend to at least 1 metre above roof height and the average catchment velocity measured over the face of the canopy must not be less than 0.5 m/s.

14. The entrance of the kitchen must be adequately protected to prevent children from gaining free access thereto.

15. A separate space (not necessarily a separate room) for the preparation of baby food must be provided.

INDOOR PLAY AREA:

16. The indoor play areas must be:

- a. Provided with an insulating floor covering.
- b. Kept free of private furniture and suitably equipped for crèche purposes.

OUTDOOR PLAY AREA:

17. The outdoor play area:

- a. Must be provided with a fence with a height of at least 1,8m (if deemed necessary).
- b. Must be free of dangerous articles, poisonous plants, obstacles, steps or excavations.
- c. Should be provided with shady areas.

18. The swimming pool must be provided with a safety net.

19. All access gates to the outdoor play area and swimming pool area must be fitted with self-closing devices and childproof latches affixed at a high level.

20. The sandpit must be provided with a suitable cover to prevent the fouling of the sand, or alternatively the sand must be sanitized regularly and replaced with fresh sand at suitable intervals.

REFUSE YARD:

21. All refuse must be stored in a satisfactory manner pending removal, and for the larger crèches, a refuse yard of at least 9m² must be provided to serve the kitchen. Such yard must be:

- a. Suitably enclosed, cement-paved, and grade and drained to the storm water system.
- b. Provided with a curbed area of 1m², graded to a gully which is connected to the main drain line for the washing of refuse receptacles.
- c. Provided with a piped water supply to facilitate cleansing.

22. An adequate supply of washable refuse receptacles with close-fitting lids must be provided.

GENERAL:

23. All windows higher than 0,76 m above outside ground level must be adequately protected to prevent children from falling out.

24. All low level glazed areas must be of safety glass.

25. The wall areas behind all sinks and wash hand basins must be tiled or suitably clad to a height of at least 300mm.

26. All internal walls must be painted with a light coloured, washable, lead-free paint.

27. All power points must be suitably protected.

28. The premises must be rodent proofed in accordance with the Government Rodent proofing Regulations.

29. A first aid box with the basic essentials must be provided, (A list of the recommended basic essentials is attached).

30. The use of these premises for the purposes of a crèche is subject to:

- a. The approval of the Area Urban Planner, and
- b. application for registration as a place of care in terms of the Child Care Act, 1983 (Act 74 of 1983) with the: **Regional Director
Provincial Administration: Western Cape
Department of Social Services**

**APPLICATION OF THE MINIMUM PHYSICAL STANDARDS FOR THE REGISTRATION OF ECD PROGRAMMES IN THE
WESTERN CAPE AS ACCEPTED BY THE STAKEHOLDERS MEETING ON 06/11/00**

Legend: SS = Social Services
 EH = Environmental Health
 PS = Personal Services

HEALTH SAFETY AND NUTRITION		
ITEM	DESCRIPTION	APPLIED BY
Staff and children's illnesses, accidents	Should establish contact with local clinic/health resource re accidents and illnesses. Staff should be able to identify and refer handicapped children.	SS
Fencing	Not required if no danger. A child should not be able to climb over if a fence is needed. It must be without risk to the child and have a safety gate. (Usually 1.8m high)	EH
Safety equipment, drills, precautions	Emergency procedure must be established. A lockable and out of reach storage space for hazardous items and poisons. The keys must be kept safely. A fire extinguishing mechanism must be provided. In the installation of fire equipment/mechanisms the local authority expert must be asked for advice. Education should be done on basic safety.	EH to liaise with Fire Services
Medicine, first aid	Staff must be trained and skilled in 1 st aid. Must be a first aid kit. Contents must be checked monthly and replaced. Stored out of reach of children. Staff should teach children good health and first aid.	PS
Animals, plants, pest control	No poisonous or dangerous plants. A list (from Red Cross) with pictures should be provided. Staff and children should be educated. If pets are kept they must be kept hygienic and out of reach of children. Sandpits must be covered after hours. Should be treated with salt. Pest control should be done routinely.	EH
Health documents, clinic contact	Must be contact with local clinic/health resource where the centre is visited at least four times a year (the visitor should be knowledgeable in identifying and supporting children with disabilities).	PS
Food	Staff must be trained to give educational talks on nutrition to children as part of their daily program. Balanced menu compiled and served. At least two meals per day, preferably also two snacks. Menu to be displayed.	SS
Water	Clean water for drinking and washing must be available at all times in, at least, clean covered containers. Water must be accessible. There should be a safe way of disposal of dirty water, like a French drain. The water should not be a threat to the child in any way.	

PREMISES		
Toilets	The sanitation of the community in which the creche is situated should be used as the standard. If running water is available flush toilets should be used. Use step-up and adapter seat if normal toilet. Toilets must be disinfected regularly. Ratios: • 1 commode/pottie : 5 children • 1 toilet : 20 children For Babies: Bucket with lid for sterilising and soaking nappies. The nappies must be washed daily and the bucket cleaned. There should be a place to change nappies. Separate facilities for washing of potties. After School Facilities: Separate facilities for boys and girls. Creches must work towards: • separate facilities for all boys and girls. • a potty per child. • a separate staff facility.	EH
Washbasins	1 hand basin : 20 children Use step-ups if there are fixed washbasins. Water must be changed regularly. Soap and drying cloth must be available. The drying cloth must be changed daily and be accessible to the children. A plastic bucket/container (rather only 10 per bucket) may be used but no water must be left in it after use. Disinfectant should be used in the water. A way of waste disposal is needed - French drain.	EH
Kitchen	Separated from play area by at least a partition. No recommended size. No free access to children, but should be escorted when entering the kitchen. Must be kept clean, hygienic (light washable paint). Equipment should be stored in safe containers. Should be equipped with a table, sink, cooking utensils, crockery and cutlery, cleaning materials. Some means of cooking food, approved refuse removal and cooling facilities. If using gas or paraffin it should be stored outside safely. Washable floor cover. Big enough for utensils and equipment. Not a storage place for toys etc. Separate space (not room) for preparation of baby food. Facilities to boil water for sterilisation.	EH
Indoor space	Indoor play area after cupboards and other furniture has been taken into account: • 2m ² per baby • 1.5m ² per toddler	EH
Outdoor space	Outdoor play area: • 1m ² per child at least for the first 30 children. Children can then be divided into groups and taken outside one group at a time. Always under supervision. No open fires in outdoor play area. Public parks may be used as long as it is safe for the children. If no outdoor space add 1m ² per child to indoor space.	EH
Office/staff/sickbay/ isolation rooms	A sickbay is a quiet space away from other children even in the same room. If there is an office, the sickbay should be in the office. If possible a space for staff to rest should also be provided.	SS
Walls, floors, ceilings, windows	Should be adequate space for movement of doors and windows. Wall should be clean and bright. Floors should be solid covered and clean. Walls and floors splinter free. Should be enough windows to ensure adequate ventilation and light. Ceiling (roof) should be clean and waterproof. All surfaces should be washable. If using cardboard it must be clean and the glue used must be non-toxic. If using paint, it must be non-toxic. Low level windows must be safe. Loose mats must be made safe (non-slip).	EH


EQUIPMENT		
Furniture	Tables and chairs must be safe for children. Mats, mattresses with covers, blankets must be provided. Wedge, bean bags, pillows for handicapped.	SS
Indoor apparatus & toys	Educational apparatus which is suitable for the age group of the children. Improvised toys.	SS
Outdoor apparatus & toys	Improvised equipment (safe, suitable for stimulation and development) e.g. improvised sand tray.	SS
Personal equipment	Each child must have his own facecloth, toothbrush and toothpaste. Adequate soap, toilet paper. All adequately stored.	SS
Storage	Bowes can be used for toys and equipment. Zinc trunks/trommels can be put in a dry place. Bowes and cupboards should be on a stone base to prevent damp. Storage of equipment should be organised, neat and labeled. Must be table for admin. work. Use cupboards and open racks. There should be a place for children's belongings, which is neat, organised and identifiable.	SS
General	Access to telephone vital (depending on availability of cables). All equipment must be safe for children.	SS

STAFFING		
Age	18 - 60, depends on health of person and context of centre. Combination of mature and younger persons.	SS
Attributes & skills	Patience, loving nature, high standard of cleanliness, ability to work in a team. Understanding of, and ability to work with, young children. Supervisor should have knowledge of admin., management skills and financial skills.	SS
Health	Staff appointed must be medically examined before being employed.	PS
	Staff with infections, illnesses, must refrain from working with children and food (this does not necessarily mean termination of services).	EH
Culture	Knowledge and respect of culture of children.	SS
Training & experience	All staff should be completing or have completed a basic level training course from a recognised agency covering health, safety, nutrition, child development, admin. Skills including job description and crisis management. Supervisors/person in charge should have at least a standard 8 or equivalent (and have an understanding of working with adults). Staff development programs are important. In-service training is important.	SS
Language	Mother tongue of child. Knowledge of other languages in an area to introduce to the children.	SS
Staff/child ratios	<ul style="list-style-type: none"> House (mixed age groups) 1 : 6 House with additional structures on residential property, daycare centre or hall: <ul style="list-style-type: none"> 0 - 18 months: 1 : 6 19 months - 3 years: 1 : 15 3 years 1 month - 6 years: 1 - 25 After school centre: 1 : 35 Ratios assessed according to space as laid out in the premises category of this document.	SS
Service conditions	Annual assessment of staff within the project. Records of attendance and doctor's certificates for days sick must be kept. Set number of days for sick leave and absenteeism must be listed in contract. 40 Hours working week. Pension age 60. Work towards a structured disciplinary/grievance procedure.	SS

ADMINISTRATION AND DAILY PROGRAM		
Controlling body	Unless a business, a management committee/monitoring structure must be elected from the parents and interested people, and be approved by the parent body. Committee should work with staff to ensure effective operation and development of centre. The management committee is the controlling body. Members of the management committee receive no remuneration.	SS
Fees	Fees and payment to be determined by management/owner.	SS
Registers, files, documentation, and finance	<p>All records should be done by a staff member assisted by a committee member and kept in a safe place, and should be ratified by the committee. Should include:</p> <ul style="list-style-type: none"> • monthly financial records and statement (cash book) • budgeting • attendance register (children and staff) • daily incidence book • daily program • menus • teacher preparation book • health records (including disability records if applicable) and personal records of children • minutes of all PTA/committee meetings and general meetings • staff details • receipt book for fees • inventory <p>Note: Flexibility is important.</p>	SS
Daily program	Program must include stimulation play activities suitable for each group. The use of improvised and indigenous play equipment should be encouraged. Outings should be part of the program.	SS

NOTE: If a community wants to raise their standards they may do so, this document sets the minimum standards accepted by the community of the Western Cape.

Food Clearance Forms

 CITY OF CAPE TOWN ISIZENZO SASEKAPA STAD KAAPSTAD	Address:	Address:	Adres:
	Ask for:	Cells:	Via vir:
	Tel:	Umshebeni:	Tel:
	Fax:	Iifaki:	Faks:
	E-mail:		
	Web: http://www.capetown.gov.za/health		
Ref:			

APPLICATION FOR A CERTIFICATE OF ACCEPTABILITY FOR FOOD PREMISES IN THE CITY OF CAPE TOWN

1. **PERSON IN CHARGE:** (Person in whose name the certificate must be issued)

SURNAME: FIRST NAME (S):

I. D. No:

Address:

Business:

Residential:

Tel No. Business:

Fax No. Business:

Tel No. Residential: Cell No.

E-Mail:
- A. **PARTICULARS OF FOOD PREMISES:**

Trade Name of Food Premises (If Any):

Type of Food Premises (e.g. building, vehicle, stall):

Address where food premises can be inspected:

.....

.....

If the following are not situated on the food premises, note the address or describe the location thereof: **ADDRESS**

a) Sanitary (toilet) facilities:

b) Cleaning facilities (wash basins for facilities):

c) Hand washing facilities:

d) Storage facilities for food/facilities:

e) Preparation facilities:

THIS CITY WORKS FOR YOU ESI SIXEKO SISEBENZELA WENA HIERDIE STAD WERK VIR JOU

B. FOOD CATEGORY:

List and describe the food items or nature or type of food involved:

2. **NATURE OF HANDLING:** (List and describe activities e. g. preparation / packing / processing)

3. **STAFF:** Number of persons: Males: Females:

4. **PARTICULARS OF EXEMPTION BEING APPLIED FOR:** (Regulation 15 (1))

5. **PARTICULARS OF APPLICANT:**

Capacity (e. g. owner, managing director):

Name:

Postal address:

Tel No.:

Date of Application:

Signature:

For further information contact

Environmental Health Practitioner:

Telephone:

FOR OFFICIAL USE ONLY

APPROVED:

DATE:

CERTIFICATE NO.:

EHO 29

Appendix 4: Department of Social Development Partial Care Facility Registration Checklist

Social worker: Babalwa



Western Cape
Government
Social Development

SOCIAL WORK COMPONENT

Email: bjatho@pgwc.gov.za

Tel: +27 21 6968036

Fax: +27 21 6968072

Old Kiplomtein Road, Athlone

www.capegateway.gov.za

Partial Care Facility Check List:

Name of Facility:

Contact Person:

Contact Number:

Address:

	Documents on file	Tick if submitted	Date Issued	Expiry Date	General Comments
1	Application Form				
2	Constitution				
3	Land Use Clearance				
4	Health Clearance Certificate				
5	Fire Clearance / Fire Report				
6	DSD Certificate				
7	NPO Certificate				
8	Food Premises Certificate				
9	Emergency Plan				
10	Evacuation Plan				
11	Treatment Plan for sick children				
12	Approved Building Plans				
13	Menu				

Athlone Local Office Private Bag X11, Athlone 7764 Old Kiplomtein Road Melofine Centre, Athlone, 7764
Tel: (021) 6968036 Fax: (021) 6968072 www.westerncape.gov.za

14	Form 28 & 30 Copies & Name Clearances				
15	Job Descriptions				
16	Contracts				
17	Staff Developmental Plan				
18	HIV Policy				
19	Child Abuse Policy				
20	Admission Policy Including Fees				
21	Child Application Form for Admission				
22	Admission Form (including parents contact details)				
23	Daily Program				
24	Lease Agreement				
25	Personnel Recruitment				
26	Grievance & Disciplinary Procedure				
27	Business Plan				
28	Copy of Qualifications				
29	Environmental Health Report				
30	Environmental Health Certificate				
31	Hours of Operation				
32	Staff Composition				
33	Fee Structure				
34					