

THE BaNa PELe REGISTRATION GUIDE

REGISTERING YOUR ECD PROGRAMME MADE SIMPLE

LATEST VERSION: MAY 2026



WHAT IS THE BANA PELE REGISTRATION DRIVE?

This is a national programme led by the Department of Basic Education since 2024 and aims to improve access to ECD. It focuses on bringing unregistered ECD programmes into the formal system so they can be registered, supported and monitored to ensure that children are safe.

HOW THIS GUIDE WILL HELP YOU

You are not on your own in this process. Just follow the steps in this guide to register your Early Childhood Development (ECD) Programme.



To begin your registration application
<https://ecd.dbecares.gov.za/login?roleName=null>



Click here for all Silver/Gold information and to download on-site and submission documents:
<https://ecdinfohub.org/mass-registration/gold/>

WHY REGISTER YOUR ECD PROGRAMME?

Build Trust



If your ECD programme is registered, parents and caregivers will trust that their children are learning in safe and healthy surroundings.

It is the law



The Children's Act 38 of 2005 states that all ECD programmes must be registered.

Funding



If you are registered you can apply for per-child-per-day subsidies for children in need.

OVERVIEW OF THE BANA PELE REGISTRATION PROCESS

KNOW WHICH KIND OF ECD PROGRAMME YOU RUN

Before you get started, know which kind of ECD programme you run because there are different registration rules for the different programmes.

ARE YOU CENTRE BASED?



Examples: ECD centres, creches, educare

YES, if you tick BOTH of these:

- ✓ More than 6 children aged 0-5 years old.
- ✓ Children attend for more than 16 hours per week.

ARE YOU NON-CENTRE BASED?



Childminders

YES, if you tick BOTH of these:

- ✓ 6 children or less.
- ✓ Children attend for more than 16 hours per week.

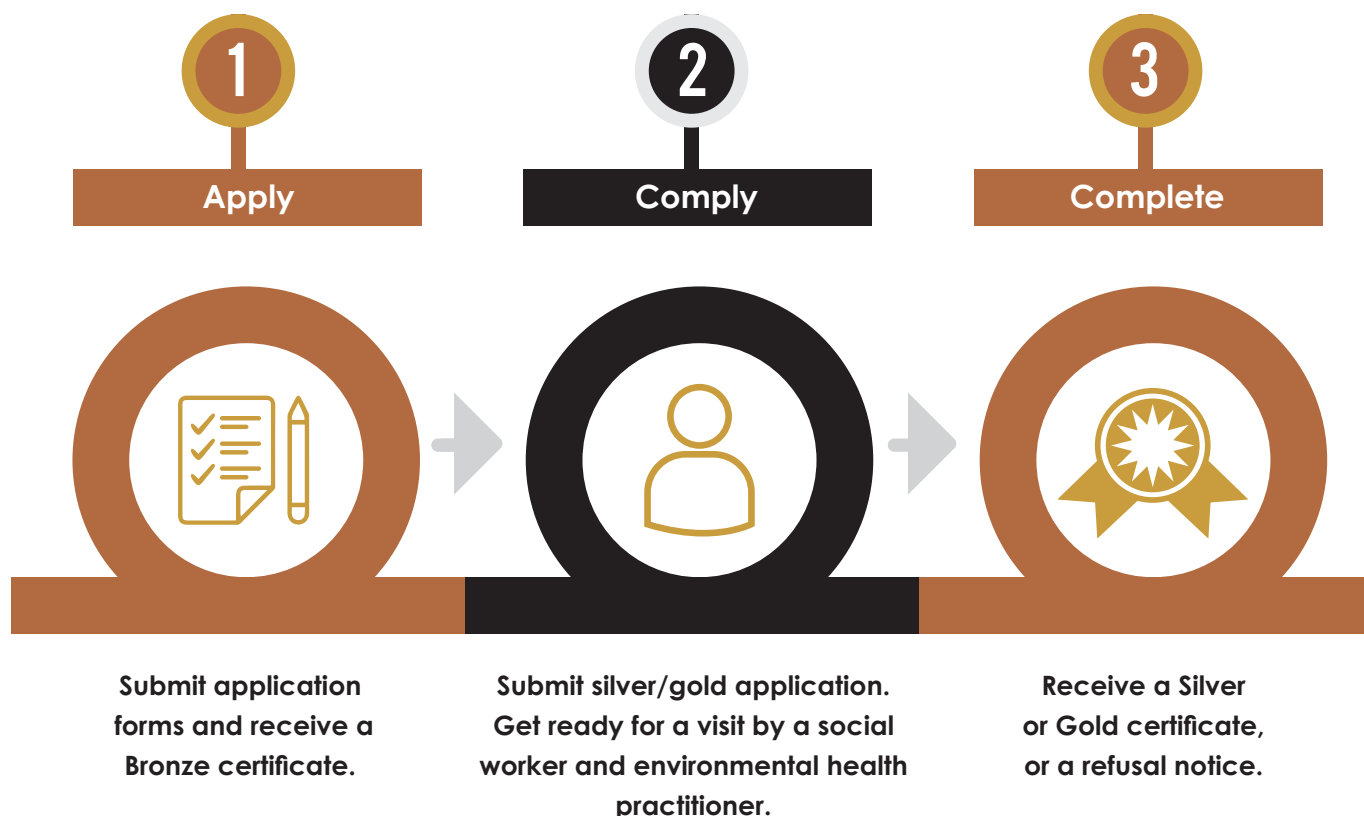


Playgroups, toy libraries, mobile programmes

YES, if you tick BOTH of these:

- ✓ Any number of children
- ✓ Children attend less than 16 hours a week

THREE STAGES OF REGISTRATION



UNDERSTANDING REGISTRATION STATUSES

UNDERSTANDING WHAT THE DIFFERENT CERTIFICATES ARE FOR REGISTRATION



Bronze Certificate

You will receive a Bronze certificate that is valid for 1 year once your application has been approved. You can then go onto the next stage which is COMPLY.



Silver Certificate

This is a conditional registration for 3 years (although this period may vary from province to province). It means you have not met all the requirements but have 3 years to correct this.



Gold Certificate

You have met all the all requirements and are fully registered for 5 years (although this period may vary from province to province).



Refusal Notice

You didn't make it, but you have another chance.

You will be told what the reasons are for the refusal but you might have another chance. You will be given 1–5 months to address the problems before the social worker makes a follow-up visit. If your programme puts children at immediate serious risk, you may not be given another chance to address the problems.

REGISTRATION PROCESS

Take it slowly and carefully. These checklists will help guide you through the process

APPLY CHECKLIST

Get all your forms ready before you go online. You can get copies certified at any police station.

- ✓ Complete the eCares application (<https://user-registration.dbecares.gov.za/>)
- ✓ Upload copies for EACH of your staff members of these documents
 - ID document or Passport for foreign nationals
 - Form 30 (National Child Protection Register clearance request) or Police clearance for foreign nationals
- ✓ Confirm that your ECD programme meets 15 basic health and safety standards

COMPLY CHECKLIST

Complete and submit key registration documents online. Details about these documents are in the next section.

- ✓ Business Plan
- ✓ Hand-Drawn Site Layout
- ✓ Founding documents (If applicable)
- ✓
 - Health certificate (Gold),
 - Health Inspection report (silver),
 - Municipal compliance notice
- ✓
 - **Silver:** ECD qualification NQF Level 1–6, or an appropriate ECD qualification or an accredited short course (e.g. EDTP, SETA, QCTO, SACE), or proof of at least 3 years' experience (work contract or CV) for the supervisor or any staff member..
 - **Gold:** ECD qualification NQF Level 1–6, or an appropriate ECD qualification or proof of at least 3 years' experience (work contract or CV) for the applicant.
- ✓ Implementation plan
- ✓ Emergency plan
- ✓ **Prepare for a visit by a social worker who will check that you meet the health and safety standards for Silver and Gold registration**
- ✓ You have completed the forms which the social worker will look at on site

THE KEY SILVER AND GOLD REGISTRATION DOCUMENTS EXPLAINED

BELOW ARE THE KEY DOCUMENTS FOR UPLOADING ON eCARES

The Silver and Gold Registration Submission is an important step in the registration process.

- You must submit your application on eCares prior to the social worker visit.
- There are key documents that must be uploaded on eCares when you complete your Silver/Gold application.
- There are also some documents that you must keep at your ECD programme. The social worker will check these documents during the site visit, so make sure you keep a copy.
- You will also find that some documents must be both uploaded on eCares and kept at your ECD programme.

KEY



Upload on eCares



Keep at your ECD programme
(for site visit)

S1. Business Plan

Your business plan provides an overall picture of your programme and helps the Department of Basic Education (DBE) understand how you run your programme. Make sure that you refer to the correct page no. (check where Business Plan template starts in this guide)

Sections to Include:

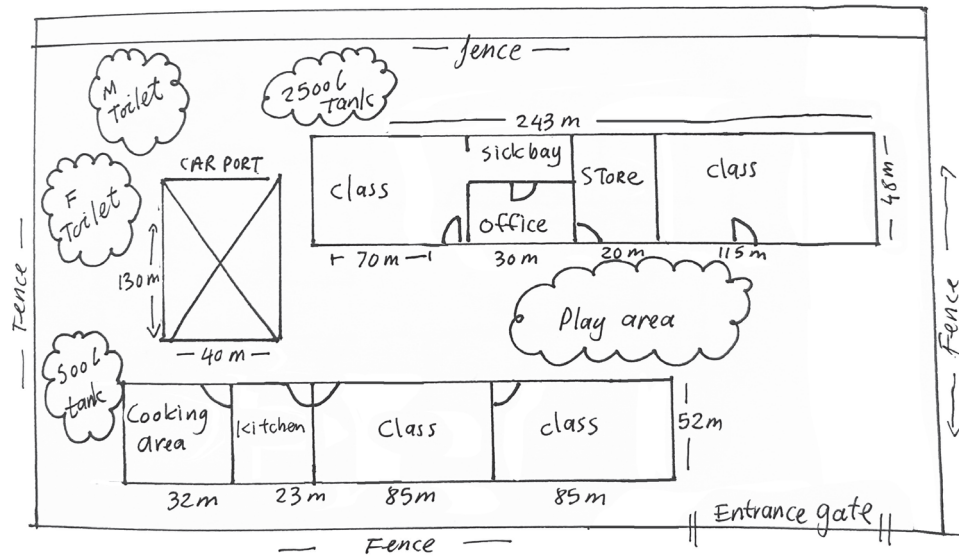
S1.1: Programme Overview:		Describe your ECD programme in detail and who it is aimed at.
S1.2: Financial Overview:		Explain how you manage your money including the fees you charge, your income, and monthly expenses.
S1.3: Management Structure:		List the names of the people who run or are responsible for the programme. For a Non-Profit Organisation (NPO), this would be your management committee.
S1.4: Daily Programme:		Show what you do and when you do it including activities like play, meals, rest, and learning.
S1.5: Discipline Policy:		Explain how you manage children's behaviour using positive guidance and avoid harsh or physical punishment.

S2. Hand-Drawn Site Layout



Pretend to be a bird flying over the building where you run your ECD programme. Imagine the building has no roof and make a simple sketch of what you see.

The measurements of this drawing are done in meters (m) but you can measure with your footsteps (e.g. If it takes you 15 steps from the beginning of the kitchen to the end, then write "15 steps" on your drawing).



What to Include:

- ➡ Draw the layout of your site as seen from above.
- ➡ Label rooms (e.g. classroom, kitchen, toilets, play area).
- ➡ Add the size of the rooms and features like windows, doors, basins, and outdoor play area.

S3. Founding Document (Constitution)



Centre based only

This only applies if your ECD is set up as a certain type of organisation (voluntary association, non-profit organisation, trust, for-profit company, partnership) you will need to submit your founding governance document or a constitution. A constitution is a document that describes why a voluntary association exists and how it is governed.

Key Sections to Include in a Constitution:

- ➡ Organisation's name and purpose
- ➡ How it is governed and the roles different people play
- ➡ Rules for decision-making and finances

S4. Emergency Plan



An Emergency Plan is a legal requirement and should be displayed where the staff can see it. It outlines steps to follow during emergencies or disasters including a route for leaving the building quickly and safely. It must include a list of emergency phone numbers.

S5. Implementation plan



An implementation plan shows the broad learning and development areas/themes and concepts that would be covered over 12 months and weekly.

S6. Qualifications and experience



Qualifications and experience provide the necessary skills to help practitioners create a nurturing and stimulating environment for children.

To be eligible for silver registration the ECD programmes are required to submit an ECD qualification NQF Level 1–6 or an appropriate ECD qualification, or accredited short course (e.g. EDTP, SETA, QCTO, SACE), or proof of at least 3 years' experience (work contract or CV) for the supervisor or any staff member in the programme.

To be eligible for gold registration the ECD programme is required to submit an ECD qualification NQF Level 1–6, or an appropriate ECD qualification or at least 3 years' experience (work contract or CV) for the applicant who may be the principal or owner of the ECD programme.

WHAT THE SOCIAL WORKER WILL INSPECT ON THE SITE VISIT

Social workers will review some of the documents listed below during their visit to your programme. Make sure that all Silver/Gold documents you submitted are also available at your programme for the social worker visit.

Attendance Register		Knowing who is absent and present each day is important for good management and planning, and essential if you want to apply for the ECD Subsidy.
Accident and Incident Register		Records of accidents, illnesses and other harmful events that occur at the ECD programme. These provide an important record, which can be shared with parents, detailing what happened and what steps staff took.
Discipline Register		Records behavioural issues or incidents of children and the discipline method used to address it.
Medicine Register		Records any medicines given to children if an ECD programme administers medicine.
Structural disaster and emergency procedures (Gold only)		Outlines the steps to follow during disasters or emergencies that are beyond the control of the ECD programme.
Child Admission Form		Before a child enrolls in a programme, parents should complete a child admission form that provides basic personal information about the child. It is important that the staff know about any medical or other problems.
Health and Hygiene Policy		Lists your rules for keeping your facility clean, ensuring that children and staff are safe and healthy, and describes how you manage sick children.

MUNICIPAL REQUIREMENTS



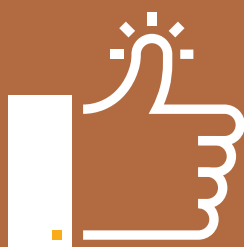
Environmental Health Practitioners (EHPs) from the municipality will visit your centre during the COMPLY stage of registration. They will check that the facility is safe, and isn't overcrowded.

If you meet the required standards, you will receive a Health Certificate that states the maximum number of children allowed to attend your programme. If you do not meet all municipal requirements, you will receive a Health Inspection Report outlining the gaps that need to be addressed.

If you have a health certificate, health report or compliance notice, you are required to upload these documents when you are completing your Silver/Gold application.. If you indicated in your application that the documents are available at your programme, you can provide them to the social worker during their site visit.

There are other municipal requirements too and you must comply with all of these. The main ones relate to land use, buildings and fire safety. Ask your social worker who to contact at the municipality to find out more.

COMPLETING THE REGISTRATION PROCESS



This is the last stage. You are almost done!

The Department of Basic Education in your district will check all your documents and conduct a social work site inspection. If you have completed your silver/gold application, meet the basic standards for registration you will be eligible for silver or gold registration. If not, you may get a refusal notice where you will be given time to address any gaps at your programme. In serious cases you may be instructed to close your programme..

TIPS FOR SUCCESS

PREPARATION TIPS



You may receive a readiness assessment.



Use provided document templates on next pages.



Ensure all documents are accurate and complete before submission.



Check that your ECD meets the basic standards, and if not, work to make sure that it does.

CLICK HERE FOR ALL IMPORTANT SILVER AND SITE VISIT DOCUMENTS

<https://ecdinforhub.org/mass-registration/silver/>

HELPFUL INFORMATION



CLICK HERE

**FOR ALL IMPORTANT SILVER AND
SITE VISIT DOCUMENTS**

DOCUMENT CHECKLIST

**CENTRE
BASED**

**NON-
CENTRE
BASED**

FOR UPLOADING ON eCARES

Health certificate/Health Inspection report	✓	✗
Business plan	✓	✓
- ECD programme overview	✓	✓
- Management Committee Structure	✓	✓
- Fees and Finances	✓	✓
- Daily programme	✓	✓
- Discipline policy	✓	✓
Gold: Approved building plan, Silver: Application for building plan approval OR Hand-drawn site layout	✓	✗
Founding document (Constitution if voluntary association)	✓	✗
Emergency Plan	✓	✓
Implementation Plan	✓	✓
Silver: ECD qualification NQF Level 1–6, or an appropriate ECD qualification or accredited short course (e.g. EDTP SETA, QCTO, SACE), or proof of at least 3 years' experience (work contract or CV) for the supervisor or any staff member.	✓	✓
Gold: ECD qualification NQF Level 1–6, or proof of at least 3 years' experience (work contract or CV) for the applicant.	✓	✓

FOR SOCIAL WORKER SITE VISIT

Medicine Register	✓	✗
Discipline Register	✓	✗
Structural disaster and emergency procedures (Gold only)	✓	✗
Approved building plan/application for building plan/handdrawn site plan	✓	✗
Emergency plan	✓	✓
Discipline policy	✓	✓
Daily programme	✓	✓
Accident and incident register	✓	✗
Health, illness and hygiene policy	✓	✓
Attendance Register	✓	✗
Child admission form	✓	✗
ECD qualification NQF Level 1–6, or an appropriate ECD qualification or accredited short course (e.g. EDTP SETA, QCTO, SACE), or proof of at least 3 years' experience (work contractor CV) for the supervisor/applicant/any staff member.	✓	✓

Although some documents may not be a requirement for non-centre based programmes, it does not mean that these documents are not important. You may not be penalised, but it is important to have these documents for good practice.

SILVER AND GOLD REQUIREMENTS

During a site visit, a social worker from the Department of Basic Education will check if your programme meets the requirements for registration. They will also make sure your environment is safe, clean, and supports children's learning and development.

The table below shows the requirements for Silver and Gold registration. There are different requirements for centre-based programmes (like ECD centres and crèches) and non-centre-based programmes (like playgroups, childminders, toy libraries, and mobile programmes).

The tips column gives simple guidance to help you understand each requirement. Use this information to prepare for your site visit by ensuring your programme is safe, clean, and that all required documents are ready and up to date.



SILVER	GOLD	Tips	Type of programmes
ADEQUATE SPACE AND VENTILATION			
Only required for Gold.	Where applicable, new buildings and alterations to buildings comply with the building standards as set out by the National Building Regulations and Building Standard Act, 1997 (Act No.103 of 1997).	★ Although there is no requirement to meet, programmes must submit a hand-drawn site plan or an application for building approved with the document submission. ★ For gold an approved building plan or decision letter from authorities is required with the document submission and expected to be onsite.	CENTRE BASED ONLY
The provision of appropriate developmental opportunities are to provide opportunities to explore their world and be organised in a way that each day offers variety			
Daily Programme includes free play	Same as silver	★ Free play is when children have the freedom to play in whatever way they want (indoors and out). They can explore and engage freely with materials, interest areas and various activities. ★ There should be at least one session of free play in the daily programme.	CENTRE BASED & NON-CENTRE-BASED
Daily Programme includes varied activities, such as play, arts, singing and story-sharing.	Same as silver	★ There should be a variety of activities on the daily programme.	CENTRE BASED & NON-CENTRE-BASED
Daily Programme includes rest time.	Same as silver	★ For programmes that run a full day, there is time on the daily programme for sleep/nap time. ★ Programmes that close earlier and does not include rest in their programme this standard may not apply.	CENTRE BASED & NON-CENTRE-BASED
There is a Discipline Policy that includes humane methods of discipline and considers the child's developmental stage and evolving capacities. Children may not be punished physically by hitting, smacking, slapping, kicking or pinching.	Same as silver	★ A Discipline policy should include prohibiting harsh or physical punishments. There is a Discipline Policy template that included in the document pack available to all ECD programmes.	CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
PARTIAL CARE ONSITE DOCUMENT REVIEW			
PROPER CARE FOR SICK CHILDREN WHO BECOME ILL			
Written policies include procedures for identifying and dealing with the medical needs of children who become ill and of children with chronic illnesses.	Same as silver	★ These can be included in any of your existing policies. There is a Health and Hygiene Policy template included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
Check Health and Hygiene Policy includes practices to prevent the spread of contagious diseases.	Same as silver	★ There is a Health and Hygiene Policy or another written document includes practices to prevent spread of diseases that are contagious. A template for a Health and Hygiene Policy is included in the document pack available to all ECD programmes.	NON-CENTRE BASED ONLY
There are records of children's medical conditions, allergies, immunisation programme and Vitamin A schedule.	Same as silver	★ This information could be included as a section in the child admission form and doesn't need a separate document. You may include this in records in the child's file.	CENTRE BASED ONLY
There are records of health incidents and accidents that occur at the ECD programme.	Same as silver	★ A template for an Accident and Incident Register is provided in the Document Pack available to all ECD programmes.	CENTRE BASED ONLY
THE DRAWING UP OF ACTION PLANS FOR EMERGENCIES			
Written policies include practices aimed at preventing the spread of infectious diseases (such as handwashing and ensuring bed linen/blankets and towels are washed regularly).	Same as silver	★ Ensure that the Health and Hygiene Policy or another written document includes these practices. A template for a Health and Hygiene Policy is included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
Written policies cover cleaning routines and standards.	Same as silver	★ Ensure that the Health and Hygiene Policy or another written document includes these practices. A template for a Health and Hygiene Policy is included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
Written policies cover confidentiality of health-related information.	Same as silver	★ Ensure that the Health and Hygiene Policy or another written document includes these practices. A template for a Health and Hygiene Policy is included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
There is a register for administering medicines.	Same as silver	★ If your programme administers medicine, ensure that there is a medicine register. This could be a simple hand-written list recording the date, child's name, name of medication and amount given. A template is included in the document pack available to all ECD programmes. This standard does not apply if no medicine is administered at the programme.	CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
There is an emergency plan displayed, with evacuation procedures and a list of emergency numbers.	Same as silver	★ An emergency plan must be displayed where it can be seen by everyone. ★ A template for an emergency plan is included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
Check for these documents on file: • Attendance register • Child admission form • Discipline register	Same as silver	★ Templates are included in a document pack available to all ECD programmes.	CENTRE BASED ONLY
A partial care facility or the provider of a partial care service must keep a separate file in respect of each child in which the following information must be filed: (a) All documents relating to the child received at the time of admission; (b) any document or correspondence relating to the child; (c) reports and notes by the provider of a programme within a partial care facility on any developmental delay or disability of the child with particular reference to any possible deviation from the normal development of the child having regard to his or her age; (d) reports and notes by the provider of a programme within a partial care facility on any irregular behavioural pattern of the child; and (e) reports and notes on any injury or bruise observed during the daily care of the child, including any observations which may relate to the possible abuse of the child.	Same as silver	★ Ensure that your programmes keeps all documents related to each child filed. Documents could also be filed using sleeves or dividers.	CENTRE BASED ONLY
Only required at Gold.	Any register or file kept in terms of this regulation must be kept for a period of at least three years after the date of termination of the partial care service in respect of a child at a partial care facility.		CENTRE BASED ONLY

PROGRAMME ONSITE DOCUMENTS

CARING FOR CHILDREN IN A CONSTRUCTIVE MANNER AND PROVIDING SUPPORT AND SECURITY

Full-day programmes ensure that children receive at least one meal and one snack per day. (The meal or snack can be provided by the parent or caregiver.)	Same as silver		CENTRE BASED & NON-CENTRE-BASED
At least one meal a day must be provided (The meal or snack can be provided by the parent or caregiver)	Same as silver	★ This standard only applies to programmes where children are cared for for four or more hours and could be a snack or a meal depending on the length of care provided.	NON-CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
Meals and snacks provided by the programme reflect good nutritional standards.	Same as silver	★ A nutritious meal includes a mix of protein (like lentils, beans, or meat), fruits, and vegetables. This is not applicable if caregivers provide the meals for children.	CENTRE BASED & NON-CENTRE-BASED
Where children are bottle-fed, a suitable facility must exist for cleaning the bottles	Same as silver	★ If your ECD programme has children who are bottle-fed and need to re-use bottles during the day this standard applies. If not, this standard does not apply. Suitable sterilising methods can be boiling, using a steam sterilizer or cold water with a sterilizing agent such as bleach or Milton.	CENTRE BASED & NON-CENTRE-BASED
The supervisor or any practitioner in the ECD programme must possess the following qualifications, skills and training: a) (i) The National Certificate in Early Childhood Development at National Qualification Framework (NQF) Level 1-6 of the South African Qualifications Authority; or (ii) an appropriate early childhood development qualification or accredited short course (iii) a minimum of three years experience of working in the early childhood development field	An applicant for registration of an early childhood development programme must possess the following qualifications, skills and training: a) (i) The National Certificate in Early Childhood Development at National Qualification Framework (NQF) Level 1-6 of the South African Qualifications Authority; (ii) an appropriate early childhood development qualification; or (iii) a minimum of three years experience of working in the early childhood development field; (b) appropriate knowledge about early childhood development; (c) the ability to identify, record and report on the progress and developmental needs of the child to inform early childhood development opportunities and interventions;	★ At Silver level this standard can be met by any one of the practitioners. ★ At Gold level this must be the applicant - the owner or principal of the ECD programme. ★ Evidence of working experience could be a work contract or a CV. ★ At silver level, the accreditation for short accredited courses can be from any competent authority - e.g. EDTP SETA, QCTO, SACE.	CENTRE BASED & NON-CENTRE-BASED

A SAFE ENVIRONMENT FOR CHILDREN

Children appear to be comfortable and content and there is no harsh discipline (such as smacking).	Same as silver	★ Children should feel free and comfortable to approach the practitioner.	CENTRE BASED & NON-CENTRE-BASED
The premises inside and outside are safe, clean and well-maintained (outdoor areas must be free from litter and animal faeces).	Same as silver	★ There should not be litter or unsafe items laying around the premises or animal faeces that has not been cleaned.	CENTRE BASED & NON-CENTRE-BASED
There is no broken or dangerously unstable furniture or equipment which may harm children.	Same as silver	★ Check for sharp edges on furniture and indoor and outdoor equipment, nails sticking out, or torn mattresses with springs sticking out that is within in reach of children. Furniture and equipment should be safe for children.	CENTRE BASED & NON-CENTRE-BASED

SILVER	GOLD	Tips	Type of prog.
There is adult supervision at all times.	Same as silver	★ Ensure that children are always supervised. Have a plan of how you will supervise children when there is limited staff or when children go to the toilet.	CENTRE BASED & NON-CENTRE-BASED
The structure provides protection from rain, wind, and sun, and appears to be stable and not at risk of collapse.	Same as silver	★ This standard does not require a formal brick building. The structure should be safe for children. This could include walls not leaning and the roof is securely attached, and there are no visible holes that could lead to leaks. Make sure that the windows are intact and not broken.	CENTRE BASED & NON-CENTRE-BASED
Floors surfaces are safe and clean.	Floor surfaces are safe and clean and water cannot seep through.	★ Some examples of flooring that can be cleaned are floors covered with tiles, wood, treated concrete, vinyl or plastic. ★ There should be solid floor surfaces in the facility (without hazardous holes or sharp areas that could harm a child). Floor surfaces in the facility should be cleaned or washed.	CENTRE BASED ONLY
Children are protected from open fires, the cooking area, and any hot surfaces. Electrical plugs are always covered, and children cannot reach or touch electrical wires or fittings.	Children are protected from open fires, the cooking area, and any hot surfaces. Electrical plugs are always covered, and children cannot reach or touch electrical wires or fittings. There are no exposed electrical wires.	★ If cooking is done onsite, make sure that children are prevented from accessing the cooking area. Children should not be able to get near to any fires or cooking appliances. Plugs and wall sockets should be safely covered.	CENTRE BASED & NON-CENTRE-BASED
No smoking is allowed at the site.	Same as silver	★ There should be a no smoking sign displayed at the ECD programme. If not, make sure it is included in your policies.	CENTRE BASED & NON-CENTRE-BASED
Children are protected from heights, stairs, deep excavations and open water that could pose a danger to them.	Same as silver	★ ECD programmes can protect children from these risks in several ways, such as using protective barriers, fences, or other measures to limit access to dangerous areas.	CENTRE BASED & NON-CENTRE-BASED
There is fire control equipment - at minimum a bucket of sand.	There is approved fire control equipment which is serviced and up to date.	★ At gold, there should be fire extinguisher and at Silver, there should be a household (9L) bucket of sand filled with dry fine sand.	CENTRE BASED & NON-CENTRE-BASED
If the ECD programme arranges transport for children: (a) vehicles are safe and not overloaded; (b) transport providers comply with safety measures, including adherence to speed limits, and ensuring all passengers are seated; (c) children are not transported in open vehicles, or in the front seat or boot.	Transport operators are registered, suitably trained and possess the necessary licences and permits as prescribed by the National Land Transport Transition Act, 2000 (Act No. 22 of 2000), and other relevant national transport policies and regulations determined by the Department of Transport;	★ This standard only applies if the ECD programme provides transport for children. ★ There is a Transport Policy template on the ECD info hub website website. You can print it out and use it.	CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
Only for Gold.	Transport operators are screened against Part B of the Child Protection Register	★ This standard only applies if the ECD programme provides transport for children. ★ There is a Transport Policy template on the ECD info hub website website. You can print it out and use it.	CENTRE BASED ONLY
Only for Gold.	Where necessary, transport is accessible to children with disabilities and other special needs.	★ This standard only applies if the ECD programme provides transport for children. ★ There is a Transport Policy template on the ECD info hub website website. You can print it out and use it.	CENTRE BASED ONLY
PROPER CARE FOR SICK CHILDREN WHO BECOME ILL			
There is a designated space or room to care for sick children.	At ECD programmes with more than 50 children, there is a separate room or sick bay to care for ill children.	★ At the gold level, this standard does not apply to ECD programmes with fewer than 50 children. The silver requirement still needs to be met. ★ For silver, a designated space or room means a specific area where sick children can be looked after. This could be a separate room or just a quiet area away from where the other children are playing. Examples include a spot in the principal's office or a corner in the playroom with minimal distractions where the sick child can rest.	CENTRE BASED ONLY
Staff can describe policies and processes for identifying and dealing with children who are ill. They are able to identify ill children and refer them for appropriate health services.	Same as silver	★ Ensure that the staff can identify ill children and which health services they would refer them to if needed.	CENTRE BASED & NON-CENTRE-BASED
There is a basic first aid kit which includes adhesive bandages, scissors and soap.	There is a basic first aid kit which includes sterile gauzes, medical tape, liquid soap, instruction book and disposable gloves.	★ The first aid kit could be a container with the relevant items inside.	CENTRE BASED ONLY
ADEQUATE SPACE AND VENTILATION			
There are doors and windows that can be opened and closed to provide ventilation (fresh air). Staff and children can see to read and play inside.	Same as silver	★ The doors and windows should open and close. There should be enough light coming through for children to play and see inside the room.	CENTRE BASED ONLY
Only required for Gold.	Areas for different functions (eg.cooking, play, storage) are appropriately demarcated.	★ At Silver, there is no requirement for programmes to meet. ★ At Gold, spaces can be demarcated by using partitions. For example, children should not be playing in the food preparation area, and practitioners should not be preparing food in the middle of the playroom.	CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
A HYGIENIC AREA FOR THE PREPARATION OF FOOD FOR CHILDREN			
There is a separate, clean and safe area for preparing food and for cleaning up afterwards.	Same as silver	★ This standard does not apply to those programmes not preparing meals. ★ Safe means that if cooking is done, children are never able to get near stoves, fires or other heat sources.	CENTRE BASED ONLY
There is a clean and safe area for serving food to the children.	There is a separate clean and safe area for serving food to the children.	★ Meals or snacks could be eaten seated at clean tables or outside seated on the ground provided that the area is clear from litter, animal dung and other debris.	CENTRE BASED ONLY
There are cooling facilities for perishable foods and prepared bottles.	Same as silver	★ If the ECD programme prepares meals for children and stores them, or needs to store prepared bottles it needs cooling facilities. This standard is not applicable if caregivers send food with children or the ECD buys and prepares perishable food on the day so that it is never left to spoil. A cooling facility could be a fridge or another cooling device.	CENTRE BASED & NON-CENTRE-BASED
Safe and clean drinking water is always available, and there is sufficient safe water for all other needs (e.g. handwashing, cleaning and cooking). Where no running water is available, there must be a minimum of 25 litres of drinkable water supplied on a daily basis.	Same as silver	★ There should be enough clean water for the ECD programme. 25 litres is only required if there is no running water. One way to clean water is by adding one teaspoon of bleach to 25 litres of water.	CENTRE BASED & NON-CENTRE-BASED
Water containers are covered at all times.	Same as silver	★ Where programmes use containers to store water, these containers should be kept covered.	CENTRE BASED ONLY
HYGIENIC AND ADEQUATE TOILET FACILITIES			
For children up to the age of three years there is- (i). one toilet for every 30 children OR (ii). one potty for every 5 children.	For children up to the age of three years there is (i) one toilet for every 20 children OR; (ii) one potty for every child.	★ These standards only applied where there are children under 3 years of age. For this age group potties can be used instead of toilets. At Gold level there are more potties or toilets required. Where there is no sewerage, ventilated improved pit latrines, trench latrines, soakaway toilets and portable toilets can be considered.	CENTRE BASED & NON-CENTRE-BASED
Where potties are used, waste from potties is disposed of hygienically.	Same as silver	★ If potties are not used, this standard does not apply. Where potties are used, all waste must be disposed of safely in a toilet (e.g. a ventilated pit latrine, trench latrine, soakaway toilet, or portable toilet) to ensure that potty waste is not disposed of in a way that may pose a risk to children. The toilet used for disposal may be off-premises in the case where potties are used.	CENTRE BASED & NON-CENTRE-BASED

SILVER	GOLD	Tips	Type of prog.
Where potties are used, potties are cleaned after use and disinfected in a properly demarcated area.	Same as silver	★ If potties are not used this standard does not apply. ★ One way of disinfecting the potties is using water and cleaning detergent.	CENTRE BASED & NON-CENTRE-BASED
There is a safe and clean nappy changing area with a surface that can be easily cleaned, which is situated away from the food preparation area.	Same as silver	★ If children do not wear nappies this standard does not apply. ★ A mattress with a cleanable plastic covering can also be used as a nappy-changing area.	CENTRE BASED & NON-CENTRE-BASED
For children aged three years or older-there is one toilet for every 30 children	For children aged three years and older—i) there is one toilet for every 20 children;	★ Where there is no sewerage, ventilated improved pit latrines, trench latrines, soakaway toilets and portable toilets can be considered. ★ Where there is a child with a disability, due consideration should be made for the specific disability.	CENTRE BASED & NON-CENTRE-BASED
There is one washbasin or other suitable container for hand-washing for every 30 children, provided that such container is cleaned and the water changed regularly	There is one washbasin or other suitable container for hand-washing for every 20 children, provided that such container is cleaned and the water changed regularly.	★ A hand washing facility can also be a tippy tap.	CENTRE BASED & NON-CENTRE-BASED
Containers or washbasins for handwashing are reachable for children.	Same as silver	★ A hand washing facility can also be a tippy tap. All children must be able to reach the handwashing facility. This could mean there are steps to reach washbasins or the containers or washbasins are low enough for children.	CENTRE BASED & NON-CENTRE-BASED
Where there are toilets, these are at the facility or immediately adjacent to the partial care facility;	Same as silver	★ Where there are no toilets (i.e. only children under 3 years who use potties) this standard does not apply. If there are toilets they must be within the same building as the ECD or very close. Children should not have to walk to communal toilets shared with adults who are not staff at the ECD programme.	CENTRE BASED & NON-CENTRE-BASED
Toilets have reduced pot size and height, or there is a seat converter and step;	Same as silver	★ All toilets should have a reduced pot size and height or have a seat converter with a step to ensure that it is safe for children to use. This does not apply if there are no children 3 years and over and only potties are used.	CENTRE BASED & NON-CENTRE-BASED
All toilets must be safe and hygienic.	Same as silver	★ Safe toilets can be a flush toilet or where there is no sewerage, ventilated improved pit latrines, trench latrines, soakaway toilets and portable toilets can be considered. Toilets should also be kept clean and free from offensive smells.	CENTRE BASED & NON-CENTRE-BASED

SILVER	GOLD	Tips	Type of prog.
Safe storage of anything that might be harmful to children			
Dangerous objects (e.g. knives, matches), harmful substances (e.g. paraffin, cleaning agents) and medicines, cannot be reached by children.	Dangerous objects (e.g. knives, matches), harmful substances (e.g. paraffin, cleaning agents) and medicines, are kept in separate locked or child-proof cupboards		CENTRE BASED & NON-CENTRE-BASED
ACCESS TO REFUSE DISPOSAL SERVICES OR OTHER ADEQUATE MEANS OF DISPOSAL OF REFUSE GENERATED AT THE PARTIAL CARE FACILITY			
Where there are no municipal waste collections, waste is disposed of in a refuse pit or using other hygienic disposal methods which are not accessible to children.	Same as silver	★ This standard only applies to ECD programmes where there is no municipal collection.	CENTRE BASED ONLY
Waste bins are kept covered and out of reach of children.	Same as silver		CENTRE BASED ONLY
The waste bins and waste disposal areas are cleaned and disinfected regularly.	Same as silver		CENTRE BASED ONLY
Measures for the separation of children of different age groups			
(a) Where possible, children are separated into the following age categories in separate rooms or places to ensure their development: (i) Children under the age of 18 months; (ii) children between the ages of 18 and 36 months; (iii) children between the ages of three and four years; and (iv) children between the ages of four and six years.	Same as silver	★ "Where possible" means when there is enough space for different groups or classes.	CENTRE BASED & NON-CENTRE-BASED
Where a partial care facility provides after care facilities to children of school going age, these children must be kept separate from the the children in the abovementioned age groups in order to ensure that they are able to rest and complete their homework upon their return from school.	Same as silver	★ This standard only applies where the ECD programme also provides after-care services for children from Grade 1-12. If there is aftercare for school-age children they should be cared for in a separate space	CENTRE BASED ONLY
THE DRAWING UP OF ACTION PLANS FOR EMERGENCIES			
Staff and children are aware of procedures to follow in the case of an emergency.	Same as silver		CENTRE BASED ONLY
Only required for Gold.	Written policies include dealing with structural and environmental emergencies and disasters.	★ At Gold level the ECD programme should have a policy for emergencies such as fires and bomb threats and natural disasters such as flooding. A template is available to all ECD programmes.	CENTRE BASED ONLY

SILVER	GOLD	Tips	Type of prog.
THE DRAWING UP OF POLICIES AND PROCEDURES REGARDING HEALTH CARE AT THE PARTIAL CARE FACILITY			
Policies must provide for training of staff in first aid	At least one staff member is trained in first aid.	★ At Silver, there should be Health and Hygiene Policy or another written document includes a plan for training staff in First Aid (or there is someone already trained). A template for a Health and Hygiene Policy is included in the document pack available to all ECD programmes.	CENTRE BASED ONLY
PROGRAMME OBSERVATION AND INTERVIEWS			
THE PROVISION OF APPROPRIATE DEVELOPMENTAL OPPORTUNITIES			
Programmes are appropriate to the developmental needs and stages of the children attending (there are toys and activities appropriate for children of different ages).	Same as silver	★ If the activities and toys should be appropriate for the children's age and abilities. ★ For example, you might want to have rattles and soft toys for babies under 1 year. For children aged 1-3 years, you could see stacking toys, shape sorters, or large-piece puzzles. For children aged 3-6 years, building blocks, pretend play sets, and more challenging puzzles might be used. ★ Children with disabilities also need to be considered where they are enrolled, with appropriate activities and toys so that they are able to participate.	CENTRE BASED & NON-CENTRE-BASED
PROGRAMMES AIMED AT HELPING CHILDREN TO REALISE THEIR FULL POTENTIAL			
Programmes support children to develop language and communication skills, through plenty of talk and interaction between practitioner and children and amongst children.	Same as silver	★ Include story time, book-sharing, sharing ideas at circle time, singing, reading children books into the programme. Some practical things that may also develop language include extending conversations with and between the children, listening activities and having a print rich environment (e.g. books, magazines, posters, pamphlets or other materials).	CENTRE BASED & NON-CENTRE-BASED
CARING FOR CHILDREN IN A CONSTRUCTIVE MANNER AND PROVIDING SUPPORT AND SECURITY			
The staff-to-child ratio must: (a) For children between 0-18 months – 1:6 (b) For children between 18 months and 4 years – 1:20 (c) For children between the ages five and six years, 1:30; and (d) Where it is needed, there should be an assistant to support the practitioners.	The staff-to-child ratio must: (a) for children between the ages one month and 18 months be, 1:6; (b) for children between the ages 18 months and three years be 1:12; (c) for children between the ages three and four years be 1:20; and (d) for children between the ages five and six years, 1:30; and (e) for every staff member stipulated above, there must be an assistant.	★ At Silver level, when the total enrolment reaches more than 10 children, an assistant would usually be needed	CENTRE BASED & NON-CENTRE-BASED

SILVER	GOLD	Tips	Type of prog.
RESPECT FOR AND NURTURING OF THE CULTURE, SPIRIT, DIGNITY, INDIVIDUALITY, LANGUAGE AND DEVELOPMENT OF EACH CHILD			
ECD Practitioners utilise one medium of instruction in class	Same as silver	★ Where children do not understand that language; interpretation should be provided wherever possible	CENTRE BASED & NON-CENTRE-BASED
Children are allowed to communicate in the language of their choice and preference	Same as silver		CENTRE BASED & NON-CENTRE-BASED
MEETING THE EMOTIONAL, COGNITIVE, SENSORY, SPIRITUAL, MORAL, PHYSICAL, SOCIAL AND COMMUNICATION DEVELOPMENT NEEDS OF CHILDREN			
Programmes communicate regularly with parents and caregivers, and alert them to any concerns regarding the development and wellbeing of their child.	Same as silver		CENTRE BASED & NON-CENTRE-BASED
The programme provides opportunities for children to handle small objects and use utensils, and to practise larger co-ordinated movements.	Same as silver	★ There should be activities to activate small muscles in the programme and to practise their fine motor skills such as drawing, painting, threading, cutting, tweezing, tearing etc. ★ There should also be activities that use large coordinated movements including running and playing outside.	CENTRE BASED & NON-CENTRE-BASED

HOW TO COMPLETE THE DOCUMENTS TO UPLOAD ON eCARES

You are required to upload documents when you start your Silver/Gold application online. The Templates here have been designed to help you make the application and registration process easier. The templates were designed to help ECD programmes meet the required registration requirements. You may choose to upload your own documents; however it is important that your documents include the same information as the templates.

Always include your National ECD Identifier Number at the top of every page you submit. This number starts with the letter "E". You received this number when you started your bronze application. Make sure that all your writing is clear, easy to read, and complete.

When completing your silver/gold application, DO NOT upload the whole ELP guide. Make sure that you upload each document under the correct submission button on the eCares system.

S1 - Business Plan

Complete all sections of the Business Plan template.

When you upload your Business Plan, make sure that you upload each page under the correct submission button on the eCares system.

S1.1 Programme Overview:

Provide information about your ECD programme and how it operates. Complete all the sections on the page.

S1.2 Financial Overview:

Complete the Financial Overview template by filling in the fees you charge per child. Record your income and your expenses. Calculate your profit by subtracting your expenses from your income.

S1.3 Management Structure:

Complete the management structure template even if you do not have a management committee, board or trustees. If you have a committee or board, fill in the names and roles of

members. If you do not have a committee, write the name of the owner or person responsible for the ECD programme. This shows who is responsible for running the ECD programme.

S1.4 Daily Programme:

To complete the daily programme template include meals and snack times, free play, different play and learning activities and rest or sleep time (for full day programmes). Keep a printed copy at your ECD programme and display it on the wall. This will help you or your practitioners follow the planned activities for each day. The social worker will check that the daily programme is available and will look at the activities during the site visit.

S1.5 Discipline Policy:

The Discipline Policy guides the ECD programme on how to deal with children's behaviour. When you adopt this policy, it means your ECD programme agrees to follow the rules and guidance written in the policy. Tick the box at the bottom of the template to confirm that your programme adopts the Discipline Policy. Keep a printed copy of the policy in your file, the social worker will check for the policy during the site visit.

S2 - Hand Drawn Site Plan

If you do not have an approved building plan, complete the hand-drawn site plan template. Follow the instructions on the template to draw the layout of your site.

S4 - Emergency Plan

To complete the Emergency Plan template, include evacuation plan and local emergency contact numbers. Keep a printed copy at your ECD programme and make sure it is displayed where staff can see it.

S5 - Implementation Plan

To complete the Implementation Plan template include the themes and concepts you have planned for every week and the year. Refer to the implementation plan guide on how to complete the implementation plan.

S1 - BUSINESS PLAN

S1.1: ECD PROGRAMME BUSINESS PLAN - PROFILE

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, the reference number given to you when you started the BRONZE application.)

E

ECD PROGRAMME NAME

YEAR OF OPENING

(The year in which the ECD programme started operating.)

NAME AND SURNAME OF APPLICANT/OWNER

(Person applying on behalf of the ECD programme.)

PROVINCE

LOCAL MUNICIPALITY

PHYSICAL ADDRESS

STREET NUMBER

STREET NAME

POSTAL CODE

TOWN/CITY

TELEPHONE NUMBER

EMAIL ADDRESS

THE PROGRAMME IS OPEN DURING THE FOLLOWING TIMES:

Daily opening time:

Daily closing time:

NUMBER OF DAYS OPEN PER WEEK

(Tick number of days)

1

2

3

4

5

OVERVIEW OF ECD PROGRAMME

PROVIDE THE AIM OF THE PROGRAMME AND WHO IT TARGETS:

PLAN FOR CLASS GROUPS AND STAFF COMPOSITION

CLASS NAME/NUMBER	AGE RANGE	TARGET NUMBER OF CHILDREN	PLANNED NUMBER OF STAFF

SI.2: FINANCIAL OVERVIEW

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the BRONZE application)

E

ECD PROGRAMME NAME

MONTHLY FEE STRUCTURE

(Only fill in what is relevant to your fees at your programme)

	AGE GROUP	FULL DAY FEE PER CHILD (Rand per month)	HALF DAY FEE PER CHILD (Rand per month)
PARENTS AND GUARDIANS ARE CHARGED FEES AS FOLLOWS:			

MONTHLY INCOME

(Money you receive from fees, donations, government subsidy and other sources)

Fees	R
Donations	R
Other:	R
Other:	R
Other:	R
TOTAL REVENUE	R

MONTHLY EXPENSES

(The things you need to spend money on to run your programme. This includes food, toys, rent, staff wages, fixing the structure or equipment, water, electricity, gas)

Water	R
Rent	R
Food expenses	R
Cleaning equipment and materials	R
Other:	R
Other:	R
Other:	R
Other:	R
Other:	R
TOTAL OPERATING EXPENSES	R
PROFIT (Income minus operating expense)	R

S1.3: MANAGEMENT STRUCTURE

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the bronze application)

E								
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ECD PROGRAMME NAME

MANAGEMENT STRUCTURE

DOES YOUR ECD PROGRAMME HAVE A MANAGEMENT COMMITTEE OR BOARD OR TRUSTEES?

YES

NO

If the answer is **"YES"**, complete the table below

If the answer is **"NO"**, give the names of the responsible person/owner in the table below

MANAGEMENT COMMITTEE/ BOARD MEMBERS/ TRUSTEES/OR RESPONSIBLE OWNER/APPLICANT	NAME OF PERSON / MEMBER	POSITION

You may include the below proposed positions if they form part of your committee:

CHAIRPERSON: Runs the meetings and makes sure everyone follows the agenda

ORDINARY MEMBER: People who provide input on discussions concerning organisation

VICE CHAIRPERSON: Assists the chairperson and takes over their responsibilities when absent

You may include the below proposed positions if there is no management committee

TREASURER: Oversee finances of organisation

OWNER/RESPONSIBLE PERSON: Owns the ECD centre or is responsible for day-to-day running of the centre

SECRETARY: Takes minutes during meetings and makes sure records are in order

S1.4: DAILY PROGRAMME

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the bronze application)

E

ECD PROGRAMME NAME

DAILY PROGRAMME

AGE GROUP

TIME

ACTIVITY

AGE GROUP

TIME

ACTIVITY

TIP: The length of time for each activity should be guided by how long each age group can concentrate for. You should have a daily program for each class or age group.

Programme must include **MEALS, SNACK TIMES, SLEEP/REST** (full time programmes).

Other activities can include:

SMALL GROUP TIMES:

Adult-led activities that support development in areas such as creativity, early literacy, numeracy, cognitive development, and fine motor skills.

FREE PLAY:

Extended time for children to play with adults providing support, ideas, and extension of learning

LARGE GROUP TIMES:

Adult-led activities that enable children to have fun and use movement and music to have fun and develop gross motor, language, and other skills.

STORY TIME:

Adults share books and stories with children, encouraging lots of conversation to support early language and literacy development.

SI.5: DISCIPLINE POLICY

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the bronze application)

E

ECD PROGRAMME NAME

The programme aims to create a place where staff and children are respectful and kind to one another. We commit to being an example to our children and showing them the behaviours that we want our children to learn through using positive discipline and not punishment. Positive discipline teaches children how to behave well, without hurting them, scaring them or making them feel small. These are values we want the children to learn, and we encourage parents to reinforce these values at home.

We will support children to behave well by:

- Using positive guidance, distraction, and redirection to help manage children's behaviour.
- Set reasonable rules for children's behaviour, tell them about the rules and ensure that the rules are applied consistently.
- Seeing potential problems before they happen and preventing them from taking place (e.g. too few toys).
- Helping children to understand the consequences of bad behaviour and when it is important to say sorry.
- Be an example of behaviour that children sometimes find hard such as patience and sharing.
- Raising any concerns about a child's development or behaviour with the caregiver or parent in a private conversation.

Behaviour such as biting, hitting, kicking, pinching, and pushing is quite common among young

children. For children at our programme to remain safe and enjoy their environment we will deal with this kind of behaviour firmly and promptly, using the methods described above, and encouraging them to speak to an adult when they feel frustrated.

We commit to never:

- physically hit, smack, slap, kick or pinch a child
- threaten to physically punish a child
- use rude and unkind language towards a child

The safety of all children is a priority for us. We reserve the right to ask parents to remove their child from the programme if the child continues to behave aggressively and poses a risk to other children.

SERIOUS MISCONDUCT BY STAFF

Any staff member found to abuse, neglect, or harm a child in any way will be subject to immediate disciplinary action.

Criminal procedures will be followed, and the matter will be reported to the South African Police Service (SAPS), the Department of Social Development, and any other relevant authority.

Reporting of abused or neglected child and child in need of care and protection to be done in line with section 110 of the Children's Act 38 of 2010.

We have adopted the above Discipline Policy for our ECD Programme and have a printed copy on hand at our site.

S2 – HAND DRAWN SITE LAYOUT

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the bronze application)

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ECD PROGRAMME NAME

PRETEND YOU ARE A BIRD FLYING OVER YOUR ECD CENTRE AND TRY TO DRAW OUT WHAT YOU WOULD SEE FROM ABOVE:

1. Measure out the boundaries of the site and draw them with measurements in metres, close to the edges of the space on the left.
2. Draw within the boundaries of the site and draw them with measurements in metres, close to the edges of the space on the left.
3. Write the measurements of the buildings (how long and wide they are) onto the drawing.
4. Mark out the different rooms within the buildings including measurements of the rooms.
5. Label what each of the spaces is used for e.g. classroom, kitchen, outdoor play area, toilet.
6. Draw shapes to show fixtures and large equipment and how many of them - such as toilets, basins, kitchens counters, cupboards and jungle gyms. Also show doors and windows.

S4 – EMERGENCY PLAN

ECD PROGRAMME PROFILE

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you start the bronze application)

E								
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ECD PROGRAMME NAME

DRAW OR DESCRIBE YOUR EVACUATION PLAN HERE:

Nearest exit:

Assembly point:

FIRE

1. Make sure children are safe by evacuating them to the assembly point or safe area.
2. Call the fire department.
3. The fire extinguisher or bucket of sand should be used to put out fires that can be controlled.
4. If the fire is out of control, do not try and put the fire out yourself.
5. Close doors and windows as you leave to contain the fire.
6. Children must be accounted for at the assembly area.

GAS LEAK OR DANGEROUS MATERIAL SPILLS

1. Make sure the children are safe by evacuating them to a safe area.
2. Do not touch light switches or use your cell phone or electrical equipment in the area.
3. If the spill or leak is serious, call 112.

SUSPICIOUS, VIOLENT OR HARMFUL ACTS

1. Do not open the door to see what is happening.
2. Do not confront the person.
3. Keep children inside and away from the windows.
4. If you hear shooting nearby, get all the children to lie on the floor.

5. Lock the door.
6. Call the police.
7. Do not leave the room until it is safe to do so.

ACCIDENTS AND INJURIES

1. Inform the family about any accident, injury, knocks to the head.
2. In a medical emergency stabilise and comfort the child.
3. Call ambulance service or the national cell phone emergency 112.
4. An adult must be with the child at all times including when transported to the hospital.

!! HEALTH WARNING SIGNS IN CHILDREN !!

If you notice these warning signs inform the parent and seek medical guidance:

- **COUGHING:** A child is coughing and breathing fast
- **FEVER:** A child's temperature is over 37° or their head is very hot to the touch, they are sweating, shivering and not hungry
- **VOMITING:** A child cannot keep food or liquids down
- **RUNNY TUMMY:** A child has a constant liquid diarrhoea and has swollen eyes



**EMERGENCY
NUMBERS**

LOCAL POLICE STATION:

CLOSEST CLINIC:

FIRE DEPARTMENT:

AMBULANCE SERVICE:



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



S5 – IMPLEMENTATION PLAN GUIDE

Silver/Gold registration requires the submission of an implementation plan. This plan shows that the ECD programme understands early childhood development, the objectives of learning activities, and how to achieve the desired outcomes.

An implementation plan shows the broad learning and development areas/themes and concepts that would be covered in a year. The National Curriculum Framework suggests that activities should promote the following six early learning and development areas:

EARLY LEARNING AND DEVELOPMENT AREA	DESIRED RESULTS
Wellbeing	✓ Children are becoming more aware of themselves as individuals, developing a positive self image and learning how to manage their own behaviour ✓ Children are demonstrating growing awareness of diversity and the need to respect and care for others. ✓ Children are beginning to demonstrate physical and motor abilities and an understanding of a healthy lifestyle.
Identity and belonging	✓ Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour. ✓ Children are demonstrating growing awareness of diversity and the need to respect and care for others.
Communication	✓ Children are learning how to think critically, solve problems and form concepts. ✓ Children are learning to communicate effectively and use language confidently. ✓ Children are learning about mathematical concepts.
Exploring mathematics	✓ Children are learning how to think critically, solve problems and form concepts. ✓ Children are learning to communicate effectively and use language confidently. ✓ Children are learning about mathematical concepts.
Creativity	- Children are learning how to think critically, solve problems and form concepts. - Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour. - Children are learning to communicate effectively and use language confidently.
Knowledge and understanding of the world	- Children are learning how to think critically, solve problems and form concepts. - Children are demonstrating growing awareness of diversity and the need to respect and care for others. - Children are learning about (mathematical) concepts.

Concepts refers to what exactly it is the children need to learn about. A concept may be something specific or a certain aspect of it, may be a behaviour or culture. For example, the concept of a tree: depending on the developmental age, children learn about how a tree grows, where it grows, body of a tree, and how it is looked after.

The implementation plan will most likely differ depending on the age group since development goals, interests and curiosity vary according to children's ages.

IMPLEMENTATION PLAN

NATIONAL ECD IDENTIFIER NUMBER (A unique number that identifies an ECD Programme, given to you when you started the BRONZE application)

E

ECD PROGRAMME NAME

ANNUAL IMPLEMENTATION PLAN

Age group:

Months	Themes	Concepts (What the children need to learn)
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

WEEKLY IMPLEMENTATION PLAN

Weeks	Themes	Concepts (What the children need to learn)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		

WEEKLY IMPLEMENTATION PLAN

27		
28		
29		
30		
31		
32		
33		
34		
35		
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38		
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51		
52		

HOW TO COMPLETE THE DOCUMENTS FOR THE SOCIAL WORKER SITE VISIT

There are key documents that must be kept at the ECD programme. The social worker will check all the documents under this section during the site visit.

These documents help your ECD programme meet some of the registration requirements for Silver or Gold Registration.

You may use the templates provided in this guide or use your own documents. If you use your own documents, make sure they include the same sections shown in the templates.

V1. Accident and Incident Register

Record all accidents and incidents that involve children or staff. Each entry should be signed by the staff member and the parent or guardian. Keep a printed copy of the Accident and Incident Register at your ECD programme.

V2 – Health and Hygiene Policy

Adopt the health and hygiene policy by keeping it in a file at your ECD programme and training staff on it. If you use your own policy, make sure it covers the areas included in the template, as the template was designed to help ECD programmes meet specific registration requirements. Keep a written Health and Hygiene Policy at your ECD programme.

V3 - Attendance Register

Record each child's attendance or absenteeism every day. You may use the template provided or your own attendance register. Keep a child attendance register at your ECD programme.

V4 - Child Admission Form

This form must be completed by parents or caregivers before a child is enrolled to your programme. You may use this admission form or your own document to collect basic information about the child and their family. It is important to include any medical conditions or other concerns. Your ECD programme must keep a copy of each child's admission form.

V5 - Discipline Register

Keep a Discipline Register at your ECD

programme. Use this register to record discipline incidents involving children. You may use the template provided or your own register.

V6 - Medicine Administration Register

If your ECD programme administers medicine to children, you must keep a Medicine Administration Register. Complete this register every time a staff member gives medicine to a child. Each entry must be signed by the staff member who gave the medicine and the child's parent or guardian. You may use the template provided or your own register. If you do not administer medicine to children, you should inform the social worker during the site visit.

V7 - Structural disaster and emergency procedures (Gold only)

Keep a written policy that explains what to do during structural or environmental emergencies at your ECD programme. If you use your own policy, make sure it covers the areas included in the template, as the template was designed to help programmes meet specific norms and standards.

If you choose to use the template, follow the procedures described in the document and keep a printed copy at the ECD programme.

Keep all documents related to each child safely filed at your ECD programme.

Child records that must be available onsite

You must keep a separate file for each child or store these documents using sleeves or dividers in a file. You must keep records of the following:

- The child's medical conditions, allergies, immunisation records, and Vitamin A schedule (from the Road to Health Booklet)
- Letters or messages about the child
- Notes on any developmental delay, disability, or behavioural concerns
- Reports or notes on any injury or bruise, including observations that may relate to possible abuse

The social worker will check these documents during the site visit. All registers and files must be kept for at least three years after the child has left the programme (gold requirement for centres only.)

V1: ACCIDENT AND INCIDENT REGISTER

This is a record of **ALL incidents and accidents** involving the health and safety of children and staff. Every incident entry should be **signed by the parent/guardian and the staff member**.

DATE DD/MM/ YYYY	TIME	DESCRIBE WHAT HAPPENED (What, when, where it happened, was there blood?)	WHO WAS INVOLVED (Names of children, staff or any other person involved)	WHAT ACTION WAS TAKEN (Was further medical attention needed, first aid treatment?)	PARENT/ GUARDIAN SIGNATURE (At least one signature)	STAFF MEMBER SIGNATURE

TYPES OF HEALTH AND SAFETY ACCIDENTS AND INCIDENTS INVOLVING CHILDREN AND STAFF INCLUDE:

- Any accident or injury to a child, such as cuts, bumps, bruises, burns, or more serious injuries requiring medical attention.
- Injuries to children or unusual behaviour upon a child arriving at the ECD programme that is a cause for concern.
- Attacks on children, staff members, or parents nearby.
- Break-ins, burglaries, or theft of property on the premises.
- Fire, flood, gas leak, or electrical failure on the premises.

V2: HEALTH AND HYGIENE POLICY

MEDICAL NEEDS AND CHRONIC ILLNESS OF CHILDREN:

- Staff will ensure a safe and healthy environment for children.
- Smoking is not allowed on the premises.
- Relevant medical information will be recorded when a child is enrolled, kept up to date, and confidential.
- Staff will monitor children for signs of illness or disease. Warning signs in children include coughing, fever, vomiting and runny tummy.
- Any illness or issue will be reported to the parent or family right away.
- Children who are sick or unwell will be allowed to rest away from other children.
- Any child who is thought to have an infectious disease (measles, chickenpox, etc.) will be immediately separated from other children the parents/caregivers will be contacted to collect the child. Parents will be informed that the child can only return to the programme when safe to do so.
- In emergencies, children will be taken to the nearest hospital/clinic.
- Parents will be informed immediately if head lice, body lice, or scabies are noticed, and children cannot return until condition has cleared.
- Authorised staff members will administer chronic medication, e.g. like asthma or HIV treatment, maintaining confidentiality.
- All staff will be informed about children's allergies and disabilities, in order to provide appropriate support, and maintain confidentiality. Staff will work with local clinics to make sure children who need medical help are referred for care

PROTECTIVE MEASURES TO REDUCE THE SPREAD OF DISEASES FOR CHILDREN AND PRACTITIONERS:

- A plan for first aid training for staff will be developed and implemented.
- Handwashing is the best way to prevent the spread of infection:
 - ✓ Staff will wash their hands well with soap and water, after helping with toileting and nappy-changing, and before handling or serving food.
 - ✓ Children will wash their hands with soap and water after using the toilet, and before having food and snacks.
- Staff will use latex gloves or plastic packet over hands when dealing with injuries or blood.
- Staff will keep their own skin intact and healthy and will cover any cuts or sores with waterproof bandages until they heal.
- Areas where a child or staff member has been treated for illness or injury, the area will be disinfected immediately
- Any waste from caring for a child who is sick or had an accident should be safely disposed of.
- Staff will teach children not to touch other people's blood or fluids.
- Staff will teach children how to handle their own bleeding, like nosebleeds or small cuts.

PROGRAMME HYGIENE ROUTINES:

- Staff will ensure that the facility is cleaned every day, including:
 - ✓ keeping toilet facilities (including pit toilets) clean and free of offensive smells to avoid attracting flies.
 - ✓ ensuring toilet facilities have enough toilet paper and soap for washing hands
 - ✓ wiping down mattresses, toys, equipment and other surfaces.
 - ✓ cleaning toys that go in children's mouths, by scrubbing with them soapy water, rinsing, soaking in sanitiser (if possible) for 2 minutes leaving to air dry
 - ✓ keeping the outside area clear of litter, animal faeces and stagnant water; and

- ✓ removing waste and disinfecting dustbins regularly.
- Potties and toilets will be cleaned after each use and disinfected at least once a day. Waste from the potties will be disposed of hygienically.
- Sheets, blankets, and towels will be washed weekly, and immediately if wet or soiled.
- During nappy changes, staff will ensure the following to prevent the spread of germs:
 - ✓ Any nappy changing area will be away from the food preparation area
 - ✓ Cover any faeces or urine on the diaper.
 - ✓ Place the used nappy in a covered trash bin.
 - ✓ Disinfect the changing area.
 - ✓ Clean the baby's hands by wiping them
 - ✓ Staff will wash hands with soap and water after changing the nappy
 - ✓ Staff will ensure that the designated space for sick children is:
 - ✓ Clear at all times and is not used for storage purposes
 - ✓ Must be free of bad odours, fumes and gases
 - ✓ When in use, other children are kept out of the area, especially if a child is suspected of having an infectious disease
- If there is Artificial or synthetic grass, staff should make sure that it should be cleaned regularly with the cleaning materials to prevent bad smells and other health risks

Maintaining a Sand pit:

- If there is a sandpit,
- Staff will ensure that children are always supervised in the sand pit
- Toys must be removed from the sand pit daily, and the pit must be covered when not in use
- The sand pit must be raked and hosed down once a week to remove dirt and let the sand air. Disinfectant must be used when needed.
- Sand must be replaced once a year
- Contamination of the sand pit (with faeces, blood or other bodily fluids) must be cleaned using mild detergent or disinfectant or cleaned by raking salt through the sand.
- Severely contaminated sand must be replaced.

HYGIENIC MILK PREPARATION AND MANAGEMENT FOR CHILDREN WHO ARE BOTTLE OR BREASTFED:

- There must be a specific area for preparing and washing bottles and teats.
- There should be safe water for washing bottles and teats.
- Milk bottles need to be stored in a cooling facility (e.g. a fridge) to prevent the milk from spoiling
- Bottles, teats, and caps must be washed with soapy water to remove all traces of milk.
- All feeding bottles must be sterilized to prevent infection.

MEDICATION POLICY:

- Staff will not give medicine to a child without the permission from a parent or a caregiver.
- Staff will record all medicine given to children.
- Staff will ensure that any medicine brought to the facility for a child by a parent or caregiver:
 - ✓ is labelled clearly with the child's name.
 - ✓ is given according to written instructions on how and when it should be given to the child; and
 - ✓ is stored out of reach of children.

ECD PROGRAMME NAME

SIGN

.....
ECD PROGRAMME NAME
PRACTITIONER NAME

MONTH AND YEAR CLASS PRACTITIONER SIGNATURE

[illegible]

V4: CHILD ADMISSION FORM

ECD PROGRAMME NAME:

CHILD'S INFORMATION											
FIRST NAME (Full surname as per ID)											
SURNAME (Full surname as per ID)											
CHILD'S IDENTITY NUMBER											
DATE OF BIRTH	YYYY	MM	DD	SEX	Boy		Girl		PRIMARY LANGUAGE		
CHILD'S RACE	Black/African			White		Indian/Asian			Coloured		Other

PARENT/CAREGIVER INFORMATION			
FULL NAME OF PARENT/CAREGIVER 1		Relationship to child	
PARENT/CAREGIVER 1 IDENTITY NUMBER			
PARENT/CAREGIVER PHONE NUMBER		Place of work	
PHYSICAL ADDRESS	Street number	Street Name	
	Town/City	Postal code	
FULL NAME OF PARENT/CAREGIVER 2		Relationship with child	
PARENT/CAREGIVER 2 IDENTITY NUMBER			
PARENT/CAREGIVER 2 PHONE NUMBER		Place of work	
PHYSICAL ADDRESS	Street number	Street Name	
	Town/City	Postal code	

INCOME SOURCE				
DOES THE FAMILY GET ANY OF THESE?	Pension		Disability grant	
			Foster Care Grant	
			Child Support Grant	
Name of person to contact in an emergency				
Emergency contact number				

HEALTH INFORMATION OF THE CHILD									
If the child has any allergies or disabilities, please describe them									
Does the child have any health conditions that we should be aware of?									
Days the child will attend	Mon		Tues		Wed		Thurs		Fri
Times my child will attend	From					To			

THE COMPLETED FORM MUST BE RETURNED WITH: (please tick the box)

Copy of the child's clinic/health card

Copy of the child's birth certificate

Parent/Caregiver copy of ID

Copy of child support grant

	I give permission for the personal information provided to be stored and used for the purpose of running and proper management of the ECD programme. I understand that my information will be shared with the government from time to time, as required by law. I also agree to the storage of personal information for up to three years after my child has left the programme, with the safe destruction of the information shortly thereafter. By signing this form, I am giving consent to collect, store, share, and eventually destroy my and my child's personal information.
	I agree to let my child be in photos or videos to be displayed in the school, share via WhatsApp groups with the parents/caregivers or tell others about the programme. The pictures and videos will not have my child's name. Pictures and videos will not be used to make money or share with anyone else and will become the property of the programme.
	I agree to pay the school fees every month and follow the rules and regulations of the ECD Programme
SIGNED:	DATE:

V5: DISCIPLINE REGISTER



ECD PROGRAMME NAME

RECORD OF ADMINISTRATION				
NAME OF CHILD	AGE OF CHILD	DATE OF INCIDENT	DESCRIBE THE BEHAVIOUR	MEASURES TAKEN TO ADDRESS BEHAVIOUR

[illegible]

V7: STRUCTURAL AND ENVIRONMENTAL EMERGENCIES AND DISASTER PROCEDURES

PURPOSE

The purpose of this procedure is to protect children, staff, and visitors from harm in the event of a structural or environmental emergency or disaster. It provides guidance on how to respond to incidents such as building damage, floods, storms, wildfires, earthquakes, hazardous leaks, or security threats.

GENERAL EMERGENCY RESPONSE (ACCIDENTS AND INJURIES)

If medical attention is required during an emergency:

- Stabilise and comfort the child as much as possible.
- Contact the parent/guardian/caregiver immediately.
- Call an ambulance using the National Cell Phone Emergency number **112**, or your local ambulance service.
- If the child is transported to hospital before the parent/guardian/caregiver arrives, an adult should accompany the child. One adult must remain with the other children at the ECD programme.

SPECIFIC EMERGENCY PROCEDURES

Wildfires

- Evacuate immediately if instructed by authorities or if the premises are at risk.
- Relocate children to a safe area, away from smoke and flames.
- If safe, keep children indoors with doors and windows closed.
- Keep children and staff hydrated.
- Use clearly marked exits according to the emergency plan.
- The alerted adult should sound the alarm and lead the children out.
- If the fire is uncontrolled, call emergency services (112 or local fire department).

Earthquakes

- Indoors: Ensure children **drop, cover, and hold on** — get to the ground, cover their head and neck, and hold onto sturdy furniture.
- Outdoors: Ensure children move away from trees, buildings, and power lines, then drop and cover themselves on the ground.
- Stay in position until the shaking stops.
- Call emergency services if there are injuries.

Bomb Threats

- Stay calm and gather as much information as possible from the caller.
- Immediately call the police (112 or your local police station).
- Follow all police instructions.

Suspicious Behaviour or Active Shooter

- Do not confront the individual.
- Keep children inside a locked room, away from windows if possible.
- Call the police (112 or your local police station).
- Do not unlock the door to check outside.
- Only leave when instructed by police.

Flooding

- Move children and staff to a safe area away from the building.
- If caused by a municipal pipe, call municipal water services.
- If caused by internal plumbing, call a local plumber.
- For widespread flooding due to storms, call disaster management.

Gas Leaks or Hazardous Material Spills

- Do not use electrical equipment or light switches.
- Do not use cell phones in the affected area.
- Evacuate everyone immediately and close doors behind you to contain the leak/spill.
- Call emergency services (112) if the leak or spill is severe.

Role Calls and Communication

- Keep the attendance register and emergency contact list in a file that is easy to access and carry during an evacuation.
- During evacuation, take the file to the assembly point.
- Conduct a roll call to ensure all children and staff are accounted for.
- If the building cannot be re-entered, notify parents/guardians to collect their children immediately.
- Children must remain under staff supervision until handed over to their parent/guardian/caregiver.

Practice Drills and Training

- All staff must be trained on these procedures during induction.
- Evacuation drills must be conducted at least once per term.
- Children should be guided to remain calm and follow adult instructions during drills and real emergencies.

ECD PROGRAMME NAME

.....

SIGN

HOW TO COMPLETE THE GOOD PRACTICE DOCUMENTS

These documents are optional templates that can help your ECD programme operate in an organised and effective way. You may use the templates provided in this section or develop your own documents based on the information in these templates.

These documents are not legally required for registration, but you may use them as guidelines for good practice in your ECD programme.

P1: Agreement for use of premise

Complete this document if your ECD programme uses a building or property that is owned by someone else. You may adjust the agreement to suit your rental arrangement. The ECD programme owner and the landlord must sign the agreement, and a witness should also sign the document.

P2 – Financial Statement

This document helps you understand how you are using money in your ECD programme. Complete the form by writing the name of your ECD programme and indicating whether you are tracking income and expenses for the month or year. Record all income (fees, donations or other income) and all expenses (food, rent, salaries, learning materials, electricity, etc.). Calculate the profit or loss by subtracting expenses from income.

P3 – Weekly Menu

Use this template to plan the food that children will eat during the week. Meals should be nutritious and balanced to support children's health and development.

The following documents provide guidance when planning your weekly menu. When completing your weekly menu refer to:

P4 – Good Nutrition and food safety

This document explains how to provide healthy food and prepare food safely. Use it as a guide to make sure that children receive good nutritious meals and food is prepared, stored and served safely

P5 – Sample Menu

The sample menu shows an **example of a weekly menu and portion sizes for children of different ages**. You may use this example to plan healthy meals and provide appropriate portion sizes. It can be used as a guide when completing your Weekly Menu.

P6 - Transport Policy

The Transport Policy is for ECD programmes that arrange transport for children to travel to and from the programme. If your ECD programme does not provide transport for children, you do not need to use this policy.

If parents or caregivers arrange transport themselves, they are responsible for ensuring that the transport is safe.

If your ECD programme organises transport and does not already have a transport policy, you may want to adopt this policy. The ECD programme owner or principal should sign the document to confirm that the programme agrees to follow the rules in this policy. Keep a printed copy of the Transport Policy in the file at the ECD programme.

P1: AGREEMENT FOR USE OF PREMISES

This document represents an agreement between

(FULL LEGAL NAME OF ECD PROGRAMME OR ECD PROGRAMME OWNER/PRINCIPAL NAME)

And

(NAME OF BUILDING OWNER OR LANDLORD OF PREMISES)

1. PARTIES DETAILS

Phone Number of ECD Programme:

If available: E-Mail address of ECD Programme:

Postal or Physical Address of ECD Programme OR Operator/Owner:

.....
.....

Phone Number of owner/landlord of premises:

If available: E-mail Address of owner/landlord of premises:.....

Postal or Physical Address of Building Owner/ Landlord of Premises:

.....
.....

2. PREMISES

Address of premises:

.....

3. OBJECTIVES AND SCOPE

This agreement relates to the use of premises to host (Name of ECD Programme). The aim of (Name of ECD Programme) is to provide care, support, and early learning opportunities for children between birth and school-going age, in a safe and nurturing environment.

4. TERMS AND AGREEMENT

This agreement will start on (Start date) and end on (End date). The agreement will be reviewed by both parties (the ECD programme and the owner/landlord of premises) at least three months before the end date, and a decision reached in renewal before the end of the agreement. Either party may request a review before that time.

Termination by Either Party

Either party may terminate this agreement by providing the other party with one (1) month's written notice of their intention to end the agreement. The notice period shall begin on the date the written notice is received by the other party.

5. HOURS OF USE

The owner or landlord gives permission for the ECD Programme to be run at the premises on the **following days and times**:

WEEKDAY

TIMES

6. RESPONSIBILITIES

..... (Name of ECD Programme) agrees to:

- a) Pay R..... in monthly rent for the property.
- b) Ensure that the premises is kept clean and tidy, and be sure to report any problems to the landlord immediately.
- c) Take care of premises, including any furniture and equipment belonging to the premises.
- d) Provide toys, cutlery and blankets (if needed).
- e) Ensure that all equipment is safely stored away at the end of each day and when the programme is on holiday.
- f) Pay R..... as per the monthly electricity bill or prepaid electricity based on usage if there is a need.

..... (Name of Owner/Landlord) agrees to:

- a) Provide free access to the premises on the days and times above.
- b) Provide access to toilet facilities and safe water.
- c) Look after any programme materials and toys left at the premises.

7. DISPUTES

In the event of any dispute about this agreement, the dispute shall be referred to the nominated organization who may resolve the dispute or appoint an agreed independent arbitrator for that purpose. This cost will be shared.

8. SIGNATURES

OWNER / LANDLORD:

I agree to the terms of this agreement and declare that: (Tick ONE box only)

- ☐ I own the title deeds for the above premises.
- ☐ I have a lease for the above premises, and I am entitled to sub-let them.

..... DATE:

SIGNATURE OF OWNER/LANDLORD

ECD PROGRAMME: I agree to the terms of this agreement:

..... DATE:

SIGNATURE OF ECD PROGRAMME

WITNESS

..... DATE:

SIGNATURE OF WITNESS

P2: FINANCIAL STATEMENT

ECD PROGRAMME NAME

YEAR/MONTH

This template helps you show an overview of your programme's finances and track expenses and income. You can choose to provide a summary for either a month or a year. For a yearly overview, make sure all income and expenses cover 12 months.

INCOME	
Fees	R
Donations	R
Other:	R
Other:	R
Other:	R
TOTAL REVENUE	R

INCOME: Money you receive from fees, donations, government subsidy and other sources

OPERATING EXPENSES	
Salaries	R
Learning materials (Toys, books, crayons, paper etc.)	R
Electricity	R
Water	R
Rent	R
Food expenses	R
Cleaning equipment and materials	R
Other:	R
Other:	R
Other:	R
Other:	R
TOTAL OPERATING EXPENSES	R

EXPENSES: The things you need to spend money on to run your programme. This includes food, toys, rent, staff wages, fixing the structure or equipment, water, electricity, gas

<u>PROFIT</u> : Income minus operating expenses	R
---	---

P3: WEEKLY MENU

Add your daily menu here:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
MORNING SNACK					
LUNCH					
AFTERNOON SNACK					

Full-day programme should ensure that children receive at least one meal and one snack per day. Programmes attended by children for more than three hours ensure that children receive at least one meal. Meals should have good nutritional value (See guide on P05: GOOD NUTRITION AND FOOD SAFETY and P06: SAMPLE MENU).

P4: GOOD NUTRITION AND FOOD SAFETY

GOOD NUTRITION

Good nutrition is important to a child's development and growth. A poor diet could slow down the growth and development of a child.

CHILDREN SHOULD BE SERVED A NUTRITIOUS, BALANCED MEAL.

Meals should include protein-rich foods such as dry beans, meat, fish, eggs or cheese. Fruit and vegetables should be included every day to provide essential nutrients and protect children against diseases. Use of full cream milk or low-fat 2% milk if funds allow.

TIP: You can replace fruit with fresh raw vegetables such as carrots, tomatoes or cucumber.

AVOID SERVING FOOD HIGH IN SUGAR AND SALT

Avoid food such as chocolates, chips and sweets.

FOOD SAFETY

Hygienic food preparation, food handling and safe food storage is very important. If dangerous germs get into the food and water it can make the person who eats the food or drinks the water very sick.

- Always wash hands with soap and water before preparing food and feeding children
- Ensure that children wash their hands with clean water and soap before they eat
- Make sure kitchen equipment and food preparation area is clean
- Keep food in sealed containers and any food that needs cold storage in the fridge
- Ensure no pesticides or dangerous chemicals are used to protect food sources
- Store rubbish away from the food preparation area
- Cook food thoroughly so that germs are killed
- Wash fruit and vegetables thoroughly before serving

FOOD FROM HOME

In some cases, parents and caregivers are expected to provide food from home or children would bring their own food for medical reasons.

- Guidance should be given to parents and caregivers about what to include for children to eat
- Parents and caregivers should be encouraged to include healthy food in children's lunchboxes such as fruits and avoid foods high in sugar such as chips, chocolate and sweets
- Children with special food requirements should be considered individually

FEEDING GUIDELINES FOR CHILDREN 0 TO 6 YEARS

- Children under **6 months** should be given breast milk or formula. ECD programmes can support breastfeeding mums through cup feeding or milk storage. Milk **MUST** be kept in the fridge. No other food or water is needed.
- Children from **6 – 8 months** start them on three spoons full of food three times a day. Introduce one vegetable and fruit rich in vitamin A that is soft, pureed or mashed.
- Children between **9 – 11 months**, feed 2-4 times a day gradually increasing the amount of food they eat. Add foods that are finely chopped and food they can pick up with their hands.
- Children **between 12 months and 6 years** should be given balanced meals with foods that are chopped/sliced into small pieces and finger foods with clean water in cup.

REFER TO THE ROAD TO HEALTH BOOKLET OR THE ECD NUTRITION GUIDELINES FOR MORE INFORMATION

P5: SAMPLE MENU

MEALS	PORTION SIZES			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	6-8 months	9 - 23 months	24 months - 6 years					
BREAKFAST	3 Tbs- 1/4 cup	1/2 cup - 1 cup	1-2 cups	maize meal porridge	oats porridge	malibella porridge	maize meal porridge	oats porridge
	Breast Milk/150 ml formula	Fresh/powdered full cream milk 1/4 cup	1/2 cup	milk	milk	milk	milk	milk
	None	1 teaspoon	2 teaspoon	sugar	sugar	sugar	sugar	sugar
MID-MORNING SNACK	None	1 Slice	2 slices	brown bread and margarine	brown bread and margarine	brown bread and margarine	brown bread and margarine	brown bread and margarine
	Breast Milk/150 ml formula	1 cup	1/2 cup	milk	milk	milk	milk	milk
	1/2 cup	1 cup	Not less than 1 cup	water	water	water	water	water
MID-DAY MEAL	3 Tbs- 1/4 cup pureed or mashed or blended	1/4 cup	1 cup	beef stew	savoury samp and beans	savoury mince	chicken liver	pilchards fish
		1/4 cup	1/2 cup	rice		pap	spaghetti	mashed potato
		1/2 cup	1 cup	sweet potato	cooked carrots	green beans and potatoes	mixed vegetables	beetroot salad
AFTERNOON SNACK	1/2 cup	1 cup	Not less than 1 cup	water	water	water	water	water
	Soft mashed or Pureed 1/4 fruit	Cut into pieces 1/2 fruit	Cut into pieces 1/2 fruit	fruit	fruit	fruit	fruit	fruit

P6: TRANSPORT POLICY

This policy is for ECD programmes who organises transport for children.

Where parents/caregivers arrange transport, it is their responsibility to ensure that this transport is safe for children.

To keep children safe, we will follow these rules:

- Drivers transporting children are screened against the National Child Protection Register.
- Drivers hired to transport children have the licenses and permits to transport children as required by the National Land Transport Act, 2000 (Act NO.22 of 2000), and other relevant national transport policies and regulations determined by the Department of Transport.
- Vehicles are suitable to the ages of the children that are being transported.
- If any children with disabilities or special needs attend the programme and require transport, vehicles are suitable for transporting these children.
- Transport providers follow the safety rules set out by the Department of Transport. This includes following speed limits, making sure all passengers are seated and secured, either with a seat belt or in a car seat, at all times.
- Vehicles are safe and have the necessary safety features, such as windows and door opening instructions, seat belts, car seats, safety equipment, speed devices and child locks, to transport children.
- We will NOT allow children to be transported in open vehicles.
- For children under nine years old, we will make sure there is another adult, besides the driver, to help support their safe travel.
- We will NOT allow vehicle to be overloaded with children.
- We will NOT allow children to be transported in the front/cabin area of vehicle.

ECD PROGRAMME NAME

SIGN