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Licensing Criteria for Home-Based Education and Care Services Amendment Criteria 2025

These criteria are made under regulation 41 of the Education (Early Childhood Services) Regulations 2008 by the Associate Minister of Education after completing the consultation required by regulation 41(1).

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Schedule
New Schedule inserted

Amendment Criteria

1. Title

These are the *Licensing Criteria for Home-Based Education and Care Services Amendment Criteria 2025*.

2. Commencement

These criteria come into force on 20 April 2026.

3. Principal Criteria amended

These criteria amend the Licensing Criteria for Home-Based Education and Care Services 2008.

4. Clause 4 amended

- (1) In the definition of “medicine” in clause 4, replace “Appendix 2” with the “Schedule”.
- (2) In clause 4, replace the definition of “policy” with:
“*policy* means a statement intended to influence and determine decisions, actions, and other matters. Policies are required to be implemented;”
- (3) In clause 4, replace the definition of “procedure” with:
“*procedure* means a particular and established way of doing something. Procedures are required to be implemented;”
- (4) In clause 4, replace the definition of “specified agency” with:

“Any government agency or statutory body that an early childhood education and care service is required under legislation to notify if there is a serious (or as defined) injury, illness, incident involving a child. This may include but is not limited to:

- the New Zealand Police
- the Ministry of Health
- Oranga Tamariki
- WorkSafe New Zealand
- the Teaching Council of Aotearoa New Zealand”

5. Clause 6 replaced

Replace clause 6 with:

“6 Licensing Criteria to assess Curriculum standard

Curriculum

REGULATION 43 Curriculum standard: general

- (1) The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
 - (a) plan, implement, and evaluate a curriculum that is designed to enhance children’s learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that—
 - (i) responds to the learning interests, strengths, and capabilities of enrolled children;

- and
- (ii) provides a positive learning environment for those children; and
- (iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and
- (iv) encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and
- (v) acknowledges and reflects the unique place of Māori as tangata whenua; and
- (vi) respects and acknowledges the aspirations of parents, family, and whānau; and
- (b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children; and
- (c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to—
 - (i) support the learning and development of enrolled children; and
 - (ii) work effectively with parents and, where appropriate, family or whānau.
- (2) Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general.

Criteria to assess Curriculum standard

Professional practice

C201

The service curriculum is consistent with any prescribed curriculum framework that applies to the service.

C202

The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children’s learning, their interests, whānau, and life contexts.

C203

Educators engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships.

C204

The practices of educators and coordinators demonstrate an understanding of children’s learning and development, and knowledge of relevant theories and practice in early childhood education.

Culture and identity

C205

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

C206

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

Children as learners

C207

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

C208

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

C209

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

C210

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

Working with others

C211

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

C212

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

- communicate with educators and coordinators, about their child, and share specific evidence of the child's learning; and
- be involved in decision-making concerning their child's learning.

C213

Information and guidance is sought when necessary from agencies/services to enable educators and coordinators to work effectively with children and their parents.

Documentation required

Documentation that provides evidence of the service’s compliance with criteria C201 – C213. Documentation may take a variety of forms to suit the service’s operation (such as portfolios, wall displays, policies and procedures) but must include:

1. A process for providing positive guidance to encourage social competence in children (C210);
2. A process for providing formal and informal opportunities for parents to:
 - communicate with educators and coordinators about their child, and share specific evidence of the child’s learning; and
 - be involved in decision-making concerning their child’s learning (C212); and
3. A record of information and guidance sought from agencies and/or services (C213).”

6. Clause 7 replaced

Replace clause 7 with:

“7 Criteria to assess Premises and facilities standard

Premises and facilities

REGULATION 45 Premises and facilities standard: general

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

Criteria to assess Premises and facilities standard

General

PF201

The design and layout of the premises:

- support varied indoor and outdoor experiences;
- support effective adult supervision without unduly limiting children’s access; and

- include quiet spaces, areas for active play, and space for varied individual and group learning experiences appropriate to the number, ages, and abilities of children.

PF202

The premises conform to any relevant bylaws of the local authority. Any premises undergoing alterations conform to the Building Act 2004.

Documentation required

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

PF203

A variety of equipment and materials is provided to ensure children have access to appropriate learning, challenges, experiences, and opportunities that support their developmental stages, abilities, and current and emerging interests.

PF204

If infants, toddlers or children not walking attend, there are safe and comfortable (indoor and outdoor) spaces for them to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children. This does not prohibit infants and toddlers from moving throughout the premises learning alongside older children.

PF205

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

PF206

There are spaces for the safe storage of children's play equipment, personal belongings, cleaning materials, and confidential administrative records.

PF207

There are hygienic facilities (other than those required by PF217) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.

PF208

A telephone is available for calls to and from the premises.

PF209

Parts of the home used by children have:

- lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;

- ventilation (natural or mechanical) that allows sufficient fresh air to circulate (particularly in sanitary and sleep areas); and
- a safe and effective means of maintaining a comfortable room temperature.

PF210

There is an outdoor activity space that is:

- easily accessible and available to children;
- enclosed by structures and/or fences and gates designed to ensure that children cannot leave the premises without the help or knowledge of the educator; and
- safe, well-drained, and suitably surfaced for a variety of activities.

Food preparation and eating spaces

PF211

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

PF212

Food and drink is hygienically prepared, served and stored.

There are facilities that include:

- a means of:
 - keeping perishable food at or below 5°C;
 - keeping all foods protected from pests;
 - cooking and/or heating food to safe temperatures;
 - hygienically washing dishes;
- a sink connected to a hot water supply;
- adequate and suitable storage for food, utensils, and equipment; and
- food preparation surfaces that are easily maintained in a hygienic condition.

Sanitary facilities

PF213

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

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

PF214

1. There is a first aid kit that is:

- sufficient for the number of children at the service;
- easily recognisable and readily accessible to adults; and

- inaccessible to children.
2. There is a system for reviewing the first aid kit so that it stays well-stocked, with any used or expired items promptly replenished or replaced.

PF215

There is a toilet and hygienic handwashing and drying facilities suitable for the use of the children attending.

PF216

Where children wearing nappies attend, there are safe and hygienic nappy changing facilities.

PF217

There is a plumbing fixture (such as a shower, tub or bath) for washing sick or soiled children.

Sleep

PF218

There is space available for the restful sleep of children who need it at any time they are attending.

PF219

Sleep furniture and items (such as cots, beds, stretchers or mattresses):

- allow children using them to lie flat;
- are of a safe design and arranged so that:
 - adults have clear access to at least one side length-wise;
 - there is sufficient air movement to minimise the risk of spreading illness in the area surrounding each child; and
 - children can sit or stand safely as they wake.

PF220

Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowcases) is provided so that children have adequate warmth while sleeping or resting.

Sleep furniture and items (such as cots, beds, stretchers or mattresses) shared between children are securely covered with or made of a non-porous material (a material that does not allow liquid to pass through it) that:

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

7. Clause 8 replaced

Replace clause 8 with:

“8 Criteria to assess Health and safety practices standard

Health and safety

REGULATION 46 Health and safety practices standard: general

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

Criteria to assess Health and safety practices standard

Hygiene

HS201

Premises, furniture, furnishings, fittings, equipment, materials, and sleeping items (such as mattresses, and bedding) are kept safe, clean, well-maintained, and hygienically stored when not in use.

HS202

Linen used by children or adults is hygienically laundered off-site or on-site.

HS203

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

Documentation required

A procedure for the changing (and disposal, if appropriate) of nappies that aims to ensure:

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

Emergencies

HS204

There is an emergency plan and supplies to ensure the care and safety of the children and educator at the home and when away from the home.

■ The written emergency plan must also include out-of-school care children if out-of-school care is being provided in the home.

Documentation required (written or digital)

A written emergency plan that includes at least:

- evacuation procedures specific to the home and relevant to its location, which apply in different emergency situations and if applicable, are consistent with the building's fire evacuation scheme;
- designated assembly areas outside the building that keep children safe from further risk;
- a list of safety and emergency supplies and resources sufficient for the age and number of children and adults present in the home and details of how these will be maintained and accessed in an emergency;
- a communication plan for families and support services; and
- evidence of reviewing the plan annually and implementation of improved practices as required.

HS205

Educators are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, 4-monthly basis.

Documentation required (written or digital)

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

■ For services providing out-of-school care the record must include evidence of drills performed with enrolled children and out-of-school care children at the same time.

Sleep

HS206

A procedure for monitoring children's sleep is implemented, and information is communicated to parents about their child's daily sleep patterns.

Documentation required

A procedure for monitoring children's sleep.

The procedure ensures that children:

1. do not have access to food or liquids while in bed; and
2. are checked for warmth, breathing, and general wellbeing at least every 10–15 minutes (during day-time sleep), or more frequently according to individual needs.

Hazards and excursions

HS207

1. Equipment, premises and facilities are checked every day for hazards. Checks include at least:
 - cleaning agents, medicines, poisons and other hazardous materials;
 - electrical sockets and appliances;
 - hazards present in kitchen or laundry facilities;
 - vandalism, dangerous objects, and foreign materials;
 - the condition and placement of learning, play and other equipment;
 - windows and other areas of glass;
 - poisonous plants;
 - bodies of water; and
 - heavy furniture, fixtures and equipment that could fall or topple and cause serious injury or damage.
2. Hazards are eliminated, isolated or minimised.
3. Injury/incident records are analysed to identify recurring and emerging hazards and appropriate action is taken.

Documentation required (written or digital)

A documented risk assessment and management system.

HS208

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

HS209

Safe and hygienic practices are implemented with regard to any animals at the service (such as thorough handwashing after handling animals and ensuring animals can be kept separate from food preparation/eating spaces). All animals can be restrained if they pose a risk to children.

HS210

Whenever children leave the premises on an excursion:

- a risk assessment and management process is undertaken;
- a supervision plan specific to the excursion is developed and implemented;

- parents have given prior written approval of their child's participation, location and method of travel for:
 - regular excursions at the time of enrolment;
 - special excursions prior to the excursion taking place; and
- communication systems in place so that people know where the children are, and the educator can communicate with others as necessary.

Documentation required (written or digital)

A record of excursions that includes:

- the names of adults and children involved;
- the time and date of the excursion;
- the excursion supervision plan;
- the location and method of travel;
- completed risk assessment and management process; and
- evidence of parental permission and approval of location and method of travel for regular and special excursions.

HS211

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

- each child is restrained as required by Land Transport legislation; and
- the written permission of a parent of the child is obtained before the travel begins.

Documentation required

Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for criterion HS210.

Food and drink

HS212

There is sufficient water that is safe to drink available to children at all times. Older children can access this water independently.

Food is available at appropriate times while children are attending. Where food is provided by the educator, it is safe, of sufficient variety, quantity and quality to meet the nutritional and developmental needs of each child.

Where food is provided by parents, the service encourages and promotes healthy eating guidelines.

Documentation required (written or digital)

A record of all food provided by the educator (not including food provided by parents for their own children). Records show the type of food provided and are kept for at least 3 months.

HS213

Children must be seated and supervised while eating. The educator does not need to be seated but must:

- have clear visibility of children eating;
- not be engaged in any other tasks that can take away their focus;
- be close enough to the children to intervene, if necessary; and
- know how to respond if a child is choking or has an adverse reaction.

Where food is provided by the service, foods that pose a high choking risk are not to be served unless prepared in accordance with best practice as set out in Ministry of Health's guide: Reducing food-related choking for babies and young children at early learning services.

Where food is provided by parents, the service promotes best practices as set out in the Ministry of Health's guide and must inform all parents at the time of enrolment how to access a copy of the guide: Reducing food-related choking for babies and young children at early learning services.

HS214

Infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk food given to a child under the age of 12 months is of a type approved by the child's parent.

Child health and wellbeing

HS215

Maintain a comfortable temperature in rooms used by children (no lower than 18°C at 500mm above the floor), allowing for fluctuating temperatures for brief periods. If applicable, any thermometers fixed on walls are positioned out of children's reach and no higher than 1500mm above the floor.

HS216

There is an educator present at all times while children are attending, who:

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

If access to first aid training is limited due to circumstances beyond the service provider's control, the service provider must ensure that educators have knowledge of first aid and gain a first aid qualification within 4 months of starting work at the service.

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

Documentation required (written or digital)

1. Copies of current first aid (or medical practising) certificates counting towards this requirement.
2. Where access to first aid training for an educator is limited, a record of the actions taken by the service provider to ensure the educator has knowledge of first aid and achieves a first aid qualification within 4 months of starting work at the service.

HS217

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

Specifically, any child who becomes unwell while attending the service or receiving out-of-school care is kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay.

■ Out-of-school care must not be provided to children who are absent from school due to illness.

HS218

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

Documentation required

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

Records include:

- the child's name;
 - the date, time and description of the injury, illness or incident;
 - actions taken and by whom; and
 - evidence that parents have been informed.
2. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required.

HS219

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

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

Before an adult at the service administers medicine, the person must check the medicine, dosage and time reflects the parent's authorisation.

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

Documentation required (written or digital)

1. A record of authorisation from parents for the administration of medicine, and acknowledgement medicine has been administered based on the category of medicine outlined in the **Schedule**.
2. A record of all medicine (prescription and non-prescription) given to the children attending the service. Records include:
 - child's full name;
 - name and amount of medicine given; and
 - date and time medicine was administered and by whom.

HS220

Educators administering medicine to children (other than their own) are provided with the necessary information, training, or instruction to do so safely and effectively. This may be from the child's parent or whānau, or health professional, as appropriate.

HS221

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

Child protection

HS222

A written child protection policy and procedure is implemented that meets the requirements of the Children's Act 2014.

The policy and procedure contain provisions for:

- the identification and reporting of child abuse and neglect;
- information about how the service will keep children safe from abuse and neglect; and
- how the service will respond to suspected child abuse and neglect.

The policy and procedure must be reviewed every 3 years to assess how well it has supported or would support the service's response to child abuse and neglect.

Documentation required (written or digital)

1. A written child protection policy that contains:
 - provisions for the service's identification and reporting of child abuse and neglect;
 - information about the practices the service employs to keep children safe from abuse and neglect; and
 - information about how the service will respond to suspected child abuse and neglect.
2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.
3. Evidence the service has reviewed the policy and procedure every 3 years. As part of the review, the service must evaluate how well the policy and procedure works using at least one example of either:
 - how well the policy and procedure has supported the service to respond; or
 - how well the policy and procedure would support the service to respond using a hypothetical scenario.

HS223

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

HS224

Coordinators and educators must not use, or be under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour while responsible for children attending the service.

HS225

All practicable steps are taken to ensure that children do not come into contact with any person on the premises who is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour.

HS226

No person on the premises smokes or vapes in any area which is available for use by children or for food preparation while children are attending the service.

Notification

HS227

1. The Ministry of Education must be notified at the same time as any specified agencies when there is a serious injury, illness, or incident involving a child while at the service.
2. The Ministry of Education must also be notified as soon as possible if the service's child protection policy requires a notification to any agency (such as Oranga Tamariki or New Zealand Police) relating to a child while attending the service.
3. The Ministry of Education must also be notified as soon as possible of the following incidents:
 - a child leaves the premises without the knowledge of an adult, regardless of the duration;
 - a child is locked inside the premises after operating hours;
 - a child is taken from the service by someone not authorised in writing to do so;
 - a child is left behind or goes missing during an excursion.

Documentation required (written or digital)

A copy of the notification sent to any specified agency, and summary of any notification or report of concern sent to Oranga Tamariki or New Zealand Police.

Where applicable, a copy of the service's investigation into the incident, including recorded outcomes and any supporting documentation.

Supervision

HS228

Every educator must ensure that they actively supervise children at all times when children are in attendance at the service. This must be implemented in accordance with the service's supervision plan.

Documentation required

A written supervision plan that ensures the health, safety and wellbeing of children enrolled in the service is maintained at all times.

The plan must be specific to the premises and the number, age, abilities and enrolled hours of the children attending and must show how the educator will actively supervise children attending the service. It must include, but is not limited to:

1. How the premises will be arranged, across all indoor and outdoor spaces likely to be used at any time while children are attending the home, to enhance supervision of children.
2. How children will be supervised while they are:
 - involved in activities or routines (such as sleeping, eating and toileting) in separate parts of the home;
 - using play equipment and resources, both indoors and outdoors;
 - interacting with other people in the home, including visitors; and
 - using technology or while they are in the presence of technology while it is being used by others in the home."

8. Clause 9 replaced

Replace clause 9 with:

“9 Criteria to assess Governance, management and administration standard

Governance, management and administration

REGULATION 47 Governance, management, and administration standard: general

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

Criteria to assess Governance, management and administration standard

Parent involvement and information

GMA201

“Parents and whānau are provided with information on how to access the following, in either written or digital format:

- the Education (Early Childhood Services) Regulations 2008;
- the Licensing Criteria for Home-Based Education and Care Services 2008;
- the most recent Education Review Office report regarding the service;
- information about any changes to the service’s licence status;
- the full names and qualifications of each person counting towards regulated qualification requirements;
- information concerning their child;
- any fees charged by the service;
- how they can be involved in the service;
- the service’s operational documents;
- any planned reviews and consultation;
- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- a procedure for parents and whānau to follow if they wish to make a complaint about the service. The procedure should include details on who to contact and the contact information for the local Ministry of Education office.

■ For services offering out-of-school care, evidence of:

- a notice advising parents if the home their child is attending will have children receiving out-of-school care; and
- parental acknowledgment of the notice.

GMA202

There is evidence in either written or digital format that parents and whānau of children attending the service and adults providing education and care have been provided with opportunities to contribute to the development and review of the service’s operational documents.

Professional practices

GMA203

There is an ongoing review process that supports the service to maintain and implement operational policies and practices. The process supports improvements where changes are needed.

Documentation required (written or digital)

- A process for reviewing the service’s delivery of operational policies and practices;
- the process is consistent with criterion GMA202; and
- recorded outcomes from the review process.

GMA204

Suitable human resource management processes are implemented for educators and staff. Processes include:

- induction procedures into the service;
- provision for professional development;
- a definition of serious misconduct; and
- discipline/dismissal procedures.

GMA205

Before a person is employed or engaged as a children's worker, as defined in the Children's Act 2014, a safety check as required by that Act must be completed.

A detailed record of each component of the safety check must be kept, and the date on which each step was taken must be recorded, including the date of the risk assessment required to be completed after all relevant information is obtained. These records must be kept by, or available to, the service provider as long as the person is employed or engaged.

Every children's worker must be safety checked every 3 years. Safety checks may be carried out by the employer or another person or organisation acting on their behalf.

Documentation required

1. A written procedure for safety checking all children's workers before employment or engagement of the worker commences that meets the safety checking requirements of the Children's Act 2014.
2. A record of all safety checks and the results.

Planning and documentation

GMA206

An annual plan guides the service's operation.

Note: this criterion only applies in respect of the Secretary's assessment of probationary applications where the applicant does not hold a current licence and applications to amend a licence where the different legal entity does not hold a current licence.

Documentation required

An annual plan identifying 'who', 'what', and 'when' in relation to key tasks the service intends to undertake each year.

GMA207

An annual budget guides financial expenditure.

Note: this criterion only applies in respect of the Secretary's assessment of probationary applications where the applicant does not hold a current licence and applications to amend a licence where the different legal entity does not hold a current licence.

Documentation required

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

- staffing costs, including leave entitlements;
- professional development costs;
- equipment and material costs for the ongoing purchase of new equipment and consumable materials; and
- provision for operational costs and maintenance as appropriate.

GMA208

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

Documentation required

Enrolment and attendance records for each child currently attending and for those who have attended in the previous 7 years. Records meet all the requirements of the ECE Funding Handbook.

GMA209

Required documentation is made available as appropriate to parents and government officials having right of entry to the service under section 626 of the Education and Training Act 2020.”

9. Appendices revoked

Revoke Appendices 1 and 2.

10. New Schedule inserted

After clause 9, insert the Schedule set out in the Schedule of these criteria.

Schedule

New Schedule inserted

Schedule

Categories of medicine and written authority required from parents for criterion HS219

Category (i) medicines

Definitions

A prescription (such as antibiotics, eye/ear drops and so on) or non-prescription (such as paracetamol liquid, cough syrup and so on) medicine that is:

- used for a specific period of time to treat a specific condition or symptom: and

- provided by a parent for the use of that child only or, in relation to rongoā Māori (Māori plant medicines), that is prepared by other adults at the service.

Authority and acknowledgment required (written or digital)

Authorisation is provided from a parent at the beginning of the period medicine is intended to be administered, detailing:

- what (name of medicine);
- how (method and dose); and
- when (time or specific symptoms/circumstances).

The authorisation must be renewed if the period is extended or circumstances change. Each day the medicine is given, parents acknowledge this was administered to their child. Parental acknowledgement is recorded.

Category (ii) medicines

Definition

A prescription (such as asthma inhalers, epilepsy medication and so on) or non-prescription (such as antihistamine syrup, lanolin cream and so on) medicine that is:

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

Authority and acknowledgment required (written or digital)

Authorisation is provided from a parent at enrolment as part of an individual health plan detailing:

- what (name of medicine);
- how (method and dose); and
- when (time or specific symptoms/circumstances).

The authorisation to administer medicine is updated whenever there is a change. How often parents are asked to acknowledge their child received the medicine can be agreed between the service and the parents.

Made at Wellington on 10th day of November 2025

[IN-CONFIDENCE]



Hon David Seymour
Associate Minister of Education

This is secondary legislation issued under the authority of the Legislation Act 2019.

[IN-CONFIDENCE]