

COMPARISON TABLE OF LICENSING CRITERIA FOR EARLY CHILDHOOD EDUCATION & CARE CENTRES 2008

Existing Licensing Criteria for Early Childhood Education & Care Centres 2008	Effective 20 April 2026 - Licensing Criteria for Early Childhood Education & Care Centres
PREMISES AND FACILITIES	
<i>General</i>	
PF1 The design and layout of the premises: <ul style="list-style-type: none"> support the provision of different types of indoor and outdoor experiences; and include quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages, and abilities of children attending. 	PF101 The design and layout of the premises: <ul style="list-style-type: none"> 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.
PF2 The design and layout of the premises support effective adult supervision so that children's access to the licensed space (indoor and outdoor) is not unnecessarily limited.	Removed – Content merged with PF101
PF3 The premises conform to any relevant bylaws of the local authority and the Building Act 2004. Documentation required: <ol style="list-style-type: none"> 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. If the premises fall under section 100 of the Building Act 2004, or section 108 of the Building Act 2004 applies: <ul style="list-style-type: none"> a copy of the current Annual Building Warrant of Fitness; or a copy of the compliance schedule if 12 months have not elapsed since the compliance schedule was first issued. 	PF102 The premises conform to any relevant bylaws of the local authority and the Building Act 2004. Documentation required <ol style="list-style-type: none"> 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. If the premises fall under section 100 of the Building Act 2004, or section 108 of the Building Act 2004 applies: <ul style="list-style-type: none"> a copy of the current Annual Building Warrant of Fitness; or a copy of the compliance schedule if 12 months have not elapsed since the compliance schedule was first issued.
PF4 A sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children attending	PF103 A sufficient quantity and range of indoor and outdoor furniture, equipment, and materials is provided to ensure children have timely access to appropriate learning challenges, experiences, and opportunities that support their developmental stages, abilities, and current and emerging interests.
PF5 All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.	PF104 All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.
PF6 # Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean.	PF105 # Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean.
PF7 Any windows or other areas of glass accessible to children are either: <ul style="list-style-type: none"> made of safety glass; or covered by an adhesive film designed to hold the glass in place in the event of it being broken; or effectively guarded by barriers which prevent a child striking or falling against the glass. 	PF106 Any windows or other areas of glass accessible to children are either: <ul style="list-style-type: none"> made of safety glass; or covered by an adhesive film designed to hold the glass in place in the event of it being broken; or effectively guarded by barriers which prevent a child striking or falling against the glass.
PF8 There are sufficient spaces for equipment and material to be stored safely. Stored equipment and materials can be easily and safely accessed by adults, and where practicable, by children.	PF107 There are sufficient spaces for equipment and material to be stored safely. Stored equipment and materials can be easily and safely accessed by adults, and where practicable, by children.
PF9 ☼ There is space for adults working at the service to: <ul style="list-style-type: none"> use for planned breaks meet privately with parents and colleagues store curriculum support materials; and assess, plan and evaluate. 	PF108 ☼ There is space (where children are not present) for adults working at the service to: <ul style="list-style-type: none"> use for planned breaks; meet privately with parents and colleagues; store curriculum support materials; and assess, plan and evaluate.
PF10 # ✱ There are hygienic facilities (other than those required for PF26) or alternative arrangements available for the preparation and cleaning up of paint and other art materials	PF109 # ☼ There are hygienic facilities (other than those required for PF121) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.
PF11 ✱ There is a telephone on which calls can be made to and from the service.	PF110 ☼ There is a telephone on which calls can be made to and from the service.
PF12 # Parts of the building or buildings used by children have: <ul style="list-style-type: none"> lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas) a safe and effective means of maintaining a room temperature of no lower than 18°C; and acoustic absorption materials, if nearly necessary, to reduce noise levels that may negatively affect children's learning or wellbeing. 	PF111 # Parts of the building or buildings used by children have: <ul style="list-style-type: none"> 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); safe and effective means of maintaining a comfortable room temperature; and acoustic absorption materials, if necessary, to reduce noise levels that may negatively affect children's learning or wellbeing.
PF13 Outdoor activity space is: <ul style="list-style-type: none"> connected to the indoor activity space and can be easily and safely accessed by children safe, well-drained, and suitably surfaced for a variety of activities enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without the knowledge of adults providing education and care 	PF112 Outdoor activity space is: <ul style="list-style-type: none"> connected to the indoor activity space so that children can access it safely and easily (limiting outdoor access may be appropriate at times); safe, well-drained, and suitably surfaced for a variety of activities;

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<ul style="list-style-type: none"> not unduly restricted by Resource Consent conditions with regards to its use by the service to provide for outdoor experiences; and available for the exclusive use of the service during hours of operation. 	<ul style="list-style-type: none"> enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without the knowledge of adults providing education and care; not unduly restricted by Resource Consent conditions with regards to its use by the service to provide for outdoor experiences; and available for the exclusive use of the service during hours of operation.
PF14 <u>Applies only to services licensed for under 2-year-olds</u> There are safe and comfortable (indoor and outdoor) spaces for infants, toddlers or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk and to be protected from more mobile children.	PF113 <u>Applies only to services licensed for under 2-year-olds</u> There are safe and comfortable (indoor and outdoor) spaces for infants, toddlers or children not walking 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 or learning alongside older children.
<i>Food preparation and eating spaces</i>	
PF15 There is a safe and hygienic place for children attending to sit when eating.	PF114 There is a safe and hygienic place for children attending to sit when eating.
PF16 # ✱ There are facilities for the hygienic preparation, storage and/or serving of food and drink that contain: <ul style="list-style-type: none"> a means of Retaining perishable food at a temperature at or below 4°C and protected from vermin and insects a means of cooking and/or heating food a means of hygienically washing dishes a sink connected to a hot water supply storage; and food preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition. 	PF115 Food and drink is hygienically prepared, served and stored. ✧ Services not subject to National Programme 2 (NP2) under the Food Act 2014 have facilities that include: <ul style="list-style-type: none"> a means of: <ul style="list-style-type: none"> 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.
PF17 Kitchen and cooking facilities or appliances are designed, located or fitted with safety devices to ensure that children cannot access them without adult assistance or supervision.	PF116 Kitchen and cooking facilities or appliances are designed, located or fitted with safety devices to ensure that children cannot access them without adult assistance or supervision.
<i>Toilet and handwashing facilities</i>	
PF18 The service has at least 1 toilet for every 1 to 15 persons. Persons are defined as children aged 2 and older and teaching staff that count towards the required adult:child ratio.	PF117 There is at least 1 toilet for every 15 persons. Persons are children aged 2 and older and adults counting towards minimum adult:child ratio requirements. # Toilets are adequately separated from play and food preparation areas to minimise the spread of infection. # Toilets for children capable of independent toileting are safe for them to use without adult help. At least one toilet is designed to provide a sense of privacy.
PF19 There is at least 1 tap delivering warm water (over an individual or shared handbasin) for every 15 persons (or part thereof) at the service (that is to say, children attending and adults counting towards the required adult:child ratio).	PF118 There is at least 1 tap delivering warm water (over an individual or shared handbasin) for every 15 persons. Persons are children attending and adults counting towards minimum adult:child ratio requirements. # There are appropriate handwashing/drying facilities to minimise the spread of infection. Handwashing/drying facilities accessed after using the toilet are: <ul style="list-style-type: none"> adequately separated from play and food preparation areas; and are safe for children capable of independent toileting to use without adult help.
PF20 # Toilet and associated handwashing/drying facilities intended for use by children are: <ul style="list-style-type: none"> designed and located to allow children capable of independent toileting to access them safely without adult help and adequately separated from areas of the service used for play or food preparation to prevent the spread of infection. 	Removed – Content merged with PF117 and PF118
PF21 # There is means of drying hands for children and adults that prevents the spread of infection.	Removed – Content merged with PF118
PF22 # At least 1 of the toilets for use by children is designed to provide them with some sense of privacy.	Removed – Content merged with PF117
PF23 ✱ There is a toilet suitable for adults to use.	PF119 ✧ There is a toilet and handwashing/drying facilities suitable for adults to use that minimises the spread of infection.
<i>Other sanitary facilities</i>	
PF24 # A tempering valve or other accurate means of limiting hot water temperature is installed for the requirements of criterion HS13 to be met.	Removed
PF25 # There are safe and stable nappy changing facilities that can be kept hygienically clean. These facilities are located in a designated area near to handwashing facilities and are adequately separated from areas of the service used for play or food preparation to prevent the spread of infection. The design, construction and location of the facilities ensure that: <ul style="list-style-type: none"> they are safe and appropriate for the age/weight and number of children needing to use them children's independence can be fostered as appropriate 	PF120 # There are safe and stable nappy changing facilities that can be kept hygienically clean. These facilities are located in a designated area near to handwashing facilities and are adequately separated from areas of the service used for play or food preparation to prevent the spread of infection. The design, construction and location of the facilities ensure that: <ul style="list-style-type: none"> they are safe and appropriate for the age/weight and number of children needing to use them; children's independence can be fostered as appropriate;

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<ul style="list-style-type: none"> children's dignity and right to privacy is respected; and some visibility from another area of the service is possible. <p>PF26 # ✳ There are suitable facilities provided for washing sick or soiled children and a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children.</p> <p>Documentation required</p> <p>A procedure outlining how the service will ensure hygiene and infection control outcomes are met when washing sick or soiled children.</p>	<ul style="list-style-type: none"> children's dignity and right to privacy is respected; and some visibility from another area of the service is possible. <p>PF121 # ✳ There are suitable facilities provided for washing sick or soiled children and a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children.</p> <p>Documentation required</p> <p>A procedure outlining how the service will ensure hygiene and infection control outcomes are met when washing sick or soiled children.</p>
<p>PF27 # ✳ There is space (away from where food is stored, prepared or eaten) where a sick child can:</p> <ul style="list-style-type: none"> be temporarily kept at a safe distance from other children (to prevent cross-infection) lie down comfortably; and be supervised. 	<p>PF122 # ✳ There is space (away from where food is stored, prepared or eaten) where a sick child can:</p> <ul style="list-style-type: none"> be temporarily kept at a safe distance from other children (to prevent cross-infection); lie down comfortably; and be supervised.
<p>PF28 There is a first aid kit that:</p> <ul style="list-style-type: none"> complies with the requirements of Appendix 1 is easily recognisable and readily accessible to adults, and is inaccessible to children. 	<p>PF123 1. There is a first aid kit that is:</p> <ul style="list-style-type: none"> sufficient for the number of children at the service; easily recognisable and readily accessible to adults; and inaccessible to children. <p>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.</p>
<p>Appendix 1; First aid kit requirements for criterion PF28</p> <p>First aid kits must include at least the following:</p> <ul style="list-style-type: none"> disposable gloves sterile saline solution (or some other means of cleansing wounds) safety pins, bandage clips or tape (or some other means of holding dressings in place) sterile wound dressings, including sticking plasters rolls of stretchable bandage triangular bandage (or some other means of immobilising an upper limb injury) scissors tweezers cold pack first aid manual National Poisons Centre phone number – 0800 POISON or 0800 764 766 Healthline phone number – 0800 611 116. <p>The first aid kit may also contain any category (i) medicines the service chooses to use, providing the appropriate written authority has been gained from parents (see criterion HS28).</p>	<p>Removed</p>
<i>Sleep</i>	
<p>PF29 # Furniture and items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are of a size that allows children using them to lie flat and are of a design to ensure their safety.</p>	<p>PF124 # Sleep furniture and items (such as cots, beds, stretchers or mattresses):</p> <ul style="list-style-type: none"> allow children using them to lie flat; are of a safe design and arranged so that: <ul style="list-style-type: none"> 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.
<p>PF30 # Furniture and items intended for children to sleep on (such as cots, beds, stretchers or mattresses) that will be used by more than one child over time are securely covered with or made of a non-porous material (that is, a material that does not allow liquid to pass through it) that:</p> <ul style="list-style-type: none"> protects them from becoming soiled allows for easy cleaning (or is disposable); and does not present a suffocation hazard to children. 	<p>PF125 Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowcases) is provided so that children have adequate warmth while sleeping or resting.</p> <p># 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:</p> <ul style="list-style-type: none"> protects the item from becoming soiled; allows for easy cleaning (or is disposable); and does not present a suffocation hazard to children.

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PF31 Clean individual bedding (such as blankets, sheets, sleeping bags and pillowslips) is provided for sleeping or resting children that is sufficient to keep them warm.	Removed – Content merged with PF125
PF32 <u>Sessional services only</u> A safe and comfortable place to sleep (such as a bed, stretcher, mattress or couch) is available for children aged 2 and older that require sleep or rest during a session.	PF126 <u>Sessional services only</u> Children aged 2 and older have a safe and comfortable place to sleep or rest, if necessary, like a bed, stretcher, or mattress.
PF33 <u>All-day services only</u> Space is available for children aged 2 and older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activity spaces for other children not sleeping or resting as necessary.	PF127 <u>All-day services only</u> There are suitable furniture or items (such as beds, stretchers, or mattresses) and space for children aged 2 and older to sleep or rest. If the sleep or rest area is part of the activity space, alternative activity spaces are available for children who are not sleeping or resting.
PF34 <u>All-day services only</u> Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are available for the sleep or rest of children aged 2 and older.	Removed – Content merged with PF127
PF35 <u>Sessional services only</u> A designated space is available to support the provision of restful sleep for children under the age of 2 at any time they are attending. This space is located and designed to: <ul style="list-style-type: none"> • minimise fluctuations in temperature, noise and lighting levels • allow adequate supervision; and • accommodate at least the requirements of criterion PF36, when arranged in accordance with criterion HS10. 	PF128 <u>Sessional services only</u> 1. A designated space is available for children under the age of 2 to have restful sleep. This space is designed and located to: <ul style="list-style-type: none"> • minimise fluctuations in temperature, noise and lighting levels; and • allow adequate supervision. 2. There is at least 1 sleep furniture or item (such as cots, beds, stretchers or mattresses) for every 5 children under the age of 2.
PF36 <u>Sessional services only</u> Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are provided at a ratio of at least 1 to every 5 children under the age of 2.	Removed – Content merged with PF128
PF37 <u>All-day services only</u> A designated space is available to support the provision of restful sleep for children under the age of 2 at any time they are attending. This space is located and designed to: <ul style="list-style-type: none"> • minimise fluctuations in temperature, noise and lighting levels • allow adequate supervision; and • accommodate at least the requirements of criterion PF38, when arranged in accordance with criterion HS10. 	PF129 <u>All-day services only</u> 1. A designated space is available for children under the age of 2 to have restful sleep. This space is designed and located to: <ul style="list-style-type: none"> • minimise fluctuations in temperature, noise and lighting levels; and • allow adequate supervision. 2. There is at least 1 sleep furniture or item (such as cots, beds, stretchers, or mattresses) for every 2 children under the age of 2.
PF38 <u>All-day services only</u> Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are provided at a ratio of at least 1 to every 2 children under the age of 2.	Removed – Content merged with PF129
HEALTH AND SAFETY PRACTICES	
<i>Hygiene</i>	
HS1 # Premises, furniture, furnishings, fittings, equipment and materials are kept safe, hygienic and maintained in good condition.	HS101 # 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.
HS2 # Linen used by children or adults is hygienically laundered. Documentation required A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults.	HS102 # Linen used by children or adults is hygienically laundered off-site or on-site.
HS3 # A procedure for the changing (and disposal, if appropriate) of nappies is displayed near the nappy changing facilities and consistently implemented. Documentation required A procedure for the changing (and disposal, if appropriate) of nappies that aims to ensure: <ol style="list-style-type: none"> 1. safe and hygienic practices; and 2. that children are treated with dignity and respect. 	HS103 # A procedure for the changing (and disposal, if appropriate) of nappies is displayed near the nappy changing facilities and consistently implemented. Documentation required A procedure for the changing (and disposal, if appropriate) of nappies that aims to ensure: <ol style="list-style-type: none"> 1. safe and hygienic practices; and 2. that children are treated with dignity and respect.
<i>Emergencies</i>	

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<p>HS4 The premises are located in a building that has a current fire evacuation scheme approved by Fire and Emergency New Zealand.</p> <p>Documentation required: A current Fire Evacuation Scheme approved by Fire and Emergency New Zealand.</p>	<p>HS104 The premises are located in a building that has a current fire evacuation scheme approved by Fire and Emergency New Zealand.</p> <p>Documentation required (written or digital) A current fire evacuation scheme approved by Fire and Emergency New Zealand.</p>
<p>HS5 Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.</p>	<p>Removed – Content merged with HS105</p>
<p>HS6 Heavy furniture, fixtures and equipment that could fall or topple and cause serious injury or damage are secured.</p>	<p>Removed – Content merged with HS108</p>
<p>HS7 There are a written emergency plan and supplies to ensure the care and safety of children and adults at the service. The plan must include evacuation procedures for the service's premises, which apply in a variety of emergency situations, and which are consistent with the fire evacuation scheme for the building.</p> <p>Documentation required A written emergency plan that includes at least:</p> <ol style="list-style-type: none"> 1. An evacuation procedure for the premises. 2. A list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service and details of how these will be maintained and accessed in an emergency. 3. Details of the roles and responsibilities that will apply during an emergency situation. 4. A communication plan for families and support services. 5. Evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required. 	<p>HS105 There is an emergency plan and supplies to ensure the care and safety of children and adults at the service.</p> <p>Documentation required (written or digital) An emergency plan that includes at least:</p> <ul style="list-style-type: none"> • evacuation procedures specific to the premises and relevant to its location, which apply in different emergency situations and 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 at the service and details of how these will be maintained and accessed in an emergency; • details of the roles and responsibilities that will apply during an emergency; • a communication plan for families and support services; and • evidence of reviewing the plan annually and implementation of improved practices as required.
<p>HS8 Adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, 3-monthly basis.</p> <p>Documentation required 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.</p>	<p>HS106 Adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, 4-monthly basis.</p> <p>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.</p>
<i>Sleep</i>	
<p>HS9 A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept.</p> <p>Documentation required:</p> <ol style="list-style-type: none"> 1. A procedure for monitoring children's sleep. The procedure ensures that children: <ul style="list-style-type: none"> • do not have access to food or liquids while in bed; and • are checked for warmth, breathing, and general well-being at least every 5-10 minutes, or more frequently according to individual needs. 2. A record of the time each child attending the service sleeps, and checks made by adults during that time. 	<p>HS107 A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept.</p> <p>Documentation required (written or digital)</p> <ol style="list-style-type: none"> 1. A procedure for monitoring children's sleep. The procedure includes steps to ensure that children: <ul style="list-style-type: none"> • do not have access to food or liquids while in bed; and • are checked for warmth, breathing, and general well-being at least every 5-10 minutes, or more frequently according to individual needs. 2. A record of the time each child attending the service sleeps, and checks made by adults during that time.
<p>HS10 # Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are arranged and spaced when in use so that:</p> <ul style="list-style-type: none"> • adults have clear access to at least one side (meaning the length, not the width) • the area surrounding each child allows sufficient air movement to minimise the risk of spreading illness; and • children able to sit or stand can do so safely as they wake. 	<p>Removed – Content merged with PF124</p>
<p>HS11 # If not permanently set up, furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) and bedding is hygienically stored when not in use.</p>	<p>Removed – Content merged with HS101</p>
<i>Hazards and outings</i>	
<p>HS12 Equipment, premises and facilities are checked on every day of operation for hazards to children. Accident/incident records are analysed to identify hazards and appropriate action is taken. Hazards to the safety of children are eliminated, isolated or minimised.</p> <p>Consideration of hazards must include but is not limited to:</p> <ul style="list-style-type: none"> • cleaning agents, medicines, poisons and other hazardous materials 	<p>HS108 1. Equipment, premises and facilities are checked every day for hazards. Checks include at least:</p> <ul style="list-style-type: none"> • cleaning agents, medicines, poisons and other hazardous materials; • electrical sockets and appliances; • hazards present in kitchen or laundry facilities;

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<ul style="list-style-type: none"> electrical sockets and appliances (particularly heaters) hazards present in kitchen or laundry facilities vandalism, dangerous objects, and foreign materials (for example broken glass, animal droppings) the condition and placement of learning, play and other equipment windows and other areas of glass poisonous plants; and bodies of water. <p>Documentation required A documented risk management system.</p>	<ul style="list-style-type: none"> 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. <p>2. Hazards are eliminated, isolated or minimised. 3. Injury/incident records are analysed to identify recurring and emerging hazards and appropriate action is taken.</p> <p>Documentation required (written or digital) A documented risk assessment and management system.</p>
HS13 # The temperature of warm water delivered from any taps that children can access independently is no higher than 40°C, and comfortable for children at the centre to use.	HS109 # The temperature of warm water delivered from any taps that children can access independently is no higher than 40°C, and comfortable for children at the centre to use.
HS14 # Water stored in any hot water cylinder is kept at a temperature of at least 60°C.	HS110 # Water stored in any hot water cylinder is kept at a temperature of at least 60°C. Any malfunctioning hot water cylinder is inspected and repaired as necessary.
HS15 # 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.	HS111 # 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.
HS16 # Safe and hygienic handling practices are implemented with regard to any animals at the service. All animals are able to be restrained.	HS112 # 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.
<p>HS17 Whenever children leave the premises on an excursion:</p> <ul style="list-style-type: none"> assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio the first aid requirements in criterion HS25 are met in relation to those children and any children remaining at the premises parents have given prior written approval to their child's participation and of the proposed ratio for: <ul style="list-style-type: none"> regular excursions at the time of enrolment and special excursions prior to the excursion taking place; and there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary. <p>When children leave the premises on a regular or special excursion, the excursion must be approved by the person responsible.</p> <p>Documentation required A record of excursions that includes:</p> <ul style="list-style-type: none"> the names of adults and children involved the time and date of the excursion the location and method of travel assessment and management of risk adult:child ratios evidence of parental permission and approval of adult:child ratios for regular excursions evidence of parental permission and approval of adult:child ratios for special excursions; and the signature of the Person Responsible giving approval for the excursion to take place 	<p>HS113 Whenever children leave the premises on an excursion:</p> <ul style="list-style-type: none"> a risk assessment and management process is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio; first aid requirements in criterion HS119 are met in relation to those children and any children remaining at the premises; parents have given prior written approval to their child's participation and of the proposed ratio, location and method of travel for: <ul style="list-style-type: none"> regular excursions at the time of enrolment; and special excursions prior to the excursion taking place; communication systems are in place so that people know where the children are, and adults can communicate with others as necessary; and the Person Responsible approves all excursions (regular and special) before they take place. <p>Documentation required (written or digital) A record of excursions that includes:</p> <ul style="list-style-type: none"> the names of all adults and children involved; the time and date of the excursion; adult:child ratios; the location and method of travel; completed risk assessment and management process; evidence of parental permission and approval of adult:child ratios, location and method of travel for regular and special excursions; and the signature of the Person Responsible giving approval for the excursion to take place.
HS18 If children travel in a motor vehicle while in the care of the service:	HS114 If children travel in a motor vehicle while in the care of the service:
<ul style="list-style-type: none"> each child is restrained as required by Land Transport legislation required adult:child ratios are maintained; and the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent). 	<ul style="list-style-type: none"> each child is restrained as required by Land Transport legislation; required adult:child ratios are maintained; and the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent).

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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 HS17. However, services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.	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 HS113. However, services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.
<i>Food and drink</i>	
HS19 # Food is served at appropriate times to meet the nutritional needs of each child while they are attending. Where food is provided by the service, it is 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 A record of all food served during the service's hours of operation (other than that provided by parents for their own children). Records show the type of food provided and are available for inspection for 3 months after the food is served.	HS115 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 service, 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 service (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.
HS20 # Food is prepared, served and stored hygienically.	Removed – Content merged with PF115
HS21 # An ample supply of water that is fit to drink is available to children at all times, and older children are able to access this water independently.	Removed – Content merged with HS115
HS22 Children are supervised and seated while eating. 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 provide to all parents at the time of enrolment a copy of the pamphlet: Reducing food-related choking for babies and young children at early learning services.	HS116 Children must be seated and supervised by an adult while eating. The adult does not need to be seated but must: <ul style="list-style-type: none"> • 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.
HS23 Applies only to services licensed for under 2-year-olds 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.	HS117 <u>Applies only to services licensed for under 2-year-olds</u> 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.
<i>Child health and wellbeing</i>	
HS24 # Rooms used by children are kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are attending.	HS118 # 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.
HS25 There is an adult present at all times for every 25 children attending (or part thereof) that: <ul style="list-style-type: none"> • holds a current first aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider or • is a registered medical practitioner or nurse with a current practising certificate or • is a qualified ambulance officer or paramedic. If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements. Documentation required: Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.	HS119 There is an adult present at all times for every 25 children attending (or part thereof) that: <ul style="list-style-type: none"> • 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. In the case of an emergency, such as those described in HS121, the required ratio of first aid qualified adults may be temporarily reduced to 1 adult for every 50 children for the duration of that situation. If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements. Documentation required Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.

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<p>HS26 # 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 onto children and likely to have a detrimental effect on them.</p> <p>Specifically:</p> <ul style="list-style-type: none"> the action specified in Appendix 2 is taken for any person (adult or child) suffering from particular infectious diseases and children who become unwell while attending the service are 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. <p>Appendix 2: Infectious diseases for criterion HS26</p>	<p>HS120 # 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 onto children and likely to have a detrimental effect on them.</p> <p>Specifically:</p> <ul style="list-style-type: none"> the action specified in Schedule 1 is taken for any person (adult or child) suffering from particular infectious diseases; and children who become unwell while attending the service are 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. <p>Schedule 1: Infectious Diseases</p>
<p>HS27 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.</p> <p>Documentation required</p> <ol style="list-style-type: none"> A record of all injuries, illnesses and incidents that occur at the service. Records include: <ul style="list-style-type: none"> 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. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required. 	<p>HS121 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.</p> <p>Documentation required</p> <ol style="list-style-type: none"> A record of all injuries, illnesses and incidents that occur at the service. Records include: <ul style="list-style-type: none"> 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. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required.
<p>HS28 Medicine (prescription and non-prescription) is not given to a child unless it is given:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Documentation required:</p> <ol style="list-style-type: none"> A record of the written authority from parents for the administration of medicine in accordance with the requirement for the category of medicine outlined in Appendix 3. Appendix 3: Categories of medicine for criterion HS28 A record of all medicine (prescription and non-prescription) given to children attending the service. Records include: <ul style="list-style-type: none"> name of the child name and amount of medicine given date and time medicine was administered and by whom and evidence of parental acknowledgement. 	<p>HS122 Medicine (prescription and non-prescription) is not given to a child unless it is given:</p> <ul style="list-style-type: none"> 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. <p>Before an adult at the service administers medicine, the person must check the medicine, dosage and time reflects the parent's authorisation.</p> <p>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.</p> <p>Documentation required (written or digital)</p> <ol style="list-style-type: none"> 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 Schedule 2. A record of all medicine (prescription and non-prescription) given to the children attending the service. Records include: <ul style="list-style-type: none"> child's full name; name and amount of medicine given; and date and time medicine was administered and by whom.
<p>Appendix 3: Categories of medicine</p> <p>Category (i) medicines</p> <p>Definition:</p> <p>A non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment spray and so on) that is:</p> <ul style="list-style-type: none"> not ingested used for the 'first aid' treatment of minor injuries and provided by the service and kept in the first aid cabinet. <p>Authority required</p> <p>A written authority from a parent given at enrolment to the use of specific preparations on their child for the period that they are enrolled. The service must provide (at enrolment, or whenever there is a change) specific information to parents about the category (i) preparations that will be used.</p>	<p>Schedule 2</p> <p>Category(i) medications</p> <p>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:</p> <ul style="list-style-type: none"> 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 Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service. <p>Authority and acknowledgment required (written or digital)</p> <p>Authorisation is provided from a parent at the beginning of the period medicine is intended to be administered, detailing:</p> <ul style="list-style-type: none"> what (name of medicine); how (method and dose); and

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<p>Category (ii) medicines</p> <p>Definition</p> <p>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:</p> <ul style="list-style-type: none"> 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 Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service. <p>Authority required</p> <p>A written authority from a parent given at the beginning of each day the medicine is administered, detailing:</p> <ul style="list-style-type: none"> what (name of medicine) how (method and dose) and when (time or specific symptoms/circumstances) medicine is to be given. <p>Category (iii) medicines</p> <p>Definition</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>Authority required</p> <p>A written authority from a parent given at enrolment as part of an individual health plan, or whenever there is a change, detailing:</p> <ul style="list-style-type: none"> what (name of medicine) how (method and dose) and when (time or specific symptoms/circumstances) the medicine should be given. 	<ul style="list-style-type: none"> when (time or specific symptoms/circumstances). <p>The authorisation must be renewed if the period is extended or circumstances change. Each day the medication is given, parents acknowledge this was administered to their child. Parental acknowledgement is recorded.</p> <p>Category (ii) medications</p> <p>Definition</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>Authority and acknowledgment required (written or digital)</p> <p>Authorisation is provided from a parent at enrolment as part of an individual health plan detailing:</p> <ul style="list-style-type: none"> what (name of medicine); how (method and dose) and when (time or specific symptoms/circumstances). <p>The authorisation to administer medication is updated whenever there is a change. How often parents are asked to acknowledge their child received the medication can be agreed between the service and the parents</p>
<p>HS29 Adults who administer medicine to children (other than their own) are provided with information and/or training relevant to the task.</p> <p>Documentation required:</p> <p>A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the service.</p>	<p>HS123 Adults responsible for 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 a health professional, as appropriate.</p>
<p>HS30 Children are washed when they are soiled or pose a health risk to themselves or others.</p>	<p>HS124 Children are washed when they are soiled or pose a health risk to themselves or others.</p>
<i>Child protection</i>	
<p>HS31 There is a written child protection policy that meets the requirements of the Vulnerable Children Act 2014. The policy contains provisions for the identification and reporting of child abuse and neglect, and information about how the service will keep children safe from abuse and neglect, and how it will respond to suspected child abuse and neglect. The policy must be reviewed every 3 years.</p> <p>Documentation required:</p> <p>A written child protection policy that contains:</p> <ul style="list-style-type: none"> 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. <p>A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.</p>	<p>HS125 A written child protection policy and procedure is implemented that meets the requirements of the Children's Act 2014.</p> <p>The policy and procedure contain provisions for:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Documentation required (written or digital)</p> <p>1. A written child protection policy that contains:</p> <ul style="list-style-type: none"> 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.

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	<p>2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.
HS32 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).	HS126 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).
HS33 No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.	HS127 No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.
<i>Notification</i>	
<p>HS34 Where there is a serious injury or illness or incident involving a child while at the service that is required to be notified to a specified agency, the service provider must also notify the Ministry of Education at the same time.</p> <p>Documentation required A copy of the notification sent to the specified agency.</p>	<p>HS128 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.</p> <p>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.</p> <p>3. The Ministry of Education must also be notified as soon as possible of the following incidents:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
GOVERNANCE, MANAGEMENT AND ADMINISTRATION	
<i>Parent involvement and information</i>	
<p>GMA1 The following are prominently displayed at the service for parents and visitors:</p> <ul style="list-style-type: none"> • the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for early learning and Care Centres 2008; • the full names and qualifications of each person counting towards regulated qualification requirements; • the service's current licence certificate; and • a procedure people should follow if they wish to complain about noncompliance with the Regulations or criteria. <p>Documentation required: A procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria. The procedure includes the option to contact the local Ministry of Education office and provides contact details.</p>	<p>GMA101 The following are prominently displayed at the service:</p> <ul style="list-style-type: none"> • the service's current licence certificate; and • the name and contact details of a person who parents, whānau and visitors can contact for questions about the service and/or to make a complaint about the service's operation.
<p>GMA2 Parents are advised how to access:</p> <ul style="list-style-type: none"> • information concerning their child • the service's operational documents (such as its philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted) and • the most recent Education Review Office report regarding the service. <p>Documentation required: Written information letting parents know how to access:</p> <ul style="list-style-type: none"> • information concerning their child • the service's operational documents and; • the most recent Education Review Office report regarding the service. 	<p>GMA102 Parents and whānau are provided with information on how to access the following, in either written or digital format:</p> <ul style="list-style-type: none"> • the Education (Early Childhood Services) Regulations 2008; • the Licensing Criteria for Early Childhood Education and Care Centres 2008; • information about any changes to the service's licence status; • the most recent Education Review Office report regarding the service; • 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

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	<ul style="list-style-type: none"> the service's 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.
<p>GMA3 Information is provided to parents about:</p> <ul style="list-style-type: none"> how they can be involved in the service; any fees charged by the service; the amount and details of the expenditure of any Ministry of Education funding received by the service; and any planned reviews and consultation. <p>Documentation required: Written information letting parents know:</p> <ul style="list-style-type: none"> how they can be involved in the service any fees charged by the service the amount and details of the expenditure of any Ministry of Education funding received by the service, and about any planned reviews and consultation. 	Removed – Content merged with GMA102
<p>GMA4 Parents of children attending the service and adults providing education and care are provided with opportunities to contribute to the development and review of the service's operational documents (such as philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted).</p> <p>Documentation required: Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.</p>	<p>GMA103 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.</p>
<i>Professional practices</i>	
<p>GMA5 A philosophy statement guides the service's operation.</p> <p>Documentation required: A written statement expressing the service's beliefs, values and attitudes about the provision of early learning and care.</p>	Removed
<p>GMA6 An ongoing process of self-review and internal evaluation helps the service maintain and improve the quality of its education and care.</p> <p>Documentation required</p> <ol style="list-style-type: none"> A process for reviewing and evaluating the service's operation (for example, its curriculum, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service. The process is consistent with criterion GMA4/GMA3 and includes a schedule showing timelines for planned review and evaluation of different areas of operation. Recorded outcomes from the review and evaluation process. Outcomes show how the service has regard for the Statement of National Education and Learning Priorities (NELP) in its operation. 	<p>GMA104 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.</p> <p>Documentation required (written or digital)</p> <ul style="list-style-type: none"> A process for reviewing the service's delivery of operational policies and practices; the process is consistent with criterion GMA103; and recorded outcomes from the review process.
<p>GMA7 Suitable human resource management practices are implemented.</p> <p>Documentation required: Processes for human resource management, including:</p> <ul style="list-style-type: none"> selection and appointment procedures job/role descriptions induction procedures into the service a system of regular appraisal provision for professional development a definition of serious misconduct and discipline/dismissal procedures. 	<p>GMA105 Suitable human resource management processes are implemented. Processes include:</p> <ul style="list-style-type: none"> induction procedures into the service; provision for professional development; a definition of serious misconduct; and discipline/dismissal procedures.
<p>GMA7A 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.</p> <p>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.</p>	<p>GMA106 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.</p> <p>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.</p>

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Documentation required <ol style="list-style-type: none"> 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. A record of all safety checks and the results. 	Documentation required <ol style="list-style-type: none"> 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. A record of all safety checks and the results.
<i>Planning and documentation</i>	
GMA8 An annual plan guides the service’s operation. Documentation required: An annual plan identifying ‘who’, ‘what’, and ‘when’ in relation to key tasks the service intends to undertake each year, and how key tasks will have regard to the Statement of National Education and Learning Priorities (NELP).	GMA107 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.
GMA9 An annual budget guides financial expenditure Documentation required An annual budget setting out the service’s estimated revenue and expenses for the year. The budget includes at least: <ul style="list-style-type: none"> 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 (such as electricity, telephone, food purchases and other day-to-day items) and maintenance of the premises as appropriate. 	GMA108 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: <ul style="list-style-type: none"> 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 (such as electricity, telephone, food purchases and other day-to-day items) and maintenance of the premises as appropriate.
GMA10 Enrolment records are maintained for each child attending. Records are kept for at least 7 years. Documentation required Enrolment records for each child currently attending and for those who have attended in the previous 7 years. Records meet the requirements of the early learning Funding Handbook and include at least: <ul style="list-style-type: none"> the child’s full name, date of birth, and address the name and address of at least 1 parent details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the service the name of the medical practitioner (or medical centre) who should, if practicable, be consulted if the child is ill or injured details of any chronic illness/condition that the child has, and of any implications or actions to be followed in relation to that illness/condition the names of the people authorised by the parent to collect the child; and any court orders affecting day to day care of, or contact with, the child. 	GMA109 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.
GMA11 An attendance record is maintained that shows the times and dates of every child’s attendance at the service. Records are kept for at least 7 years. Documentation required: An attendance record that meets the requirements outlined in the ECE Funding Handbook for children currently attending, and children who have attended in the previous 7 years.	Removed – Content merged with GMA109
GMA12 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.	GMA110 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.
Curriculum – Identification number change only.	
<i>Professional practice</i>	

COMPARISON TABLE OF LICENSING CRITERIA FOR EARLY CHILDHOOD EDUCATION & CARE CENTRES 2008

Existing Licensing Criteria for Early Childhood Education & Care Centres 2008	Effective 20 April 2026 - Licensing Criteria for Early Childhood Education & Care Centres
C1 The service curriculum is consistent with any prescribed curriculum framework that applies to the service.	C101 – no wording change The service curriculum is consistent with any prescribed curriculum framework that applies to the service.
C2 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.	C102 – no wording change 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.
C3 Adults providing education and care engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships.	C103 – no wording change Adults providing education and care engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships.
C4 The practices of adults providing education and care demonstrate an understanding of children’s learning and development, and knowledge of relevant theories and practice in early childhood education.	C104 – no wording change The practices of adults providing education and care demonstrate an understanding of children’s learning and development, and knowledge of relevant theories and practice in early childhood education.
<i>Culture and identity</i>	
C5 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.	C105 – no wording change 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.
C6 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.	C106 – no wording change 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.
<i>Children as learners</i>	
C7 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.	C107 – no wording change 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.
C8 The service curriculum provides a language-rich environment that supports children’s learning.	C108 – no wording change The service curriculum provides a language-rich environment that supports children’s learning.
C9 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.	C109 – no wording change 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.
C10 The service curriculum supports children’s developing social competence and understanding of appropriate behaviour.	C110 – no wording change The service curriculum supports children’s developing social competence and understanding of appropriate behaviour.
<i>Working with others</i>	
C11- no wording change Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.	C111- no wording change Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.
C12 Regular opportunities (formal and informal) are provided for parents to:	C112- no wording change Regular opportunities (formal and informal) are provided for parents to:

COMPARISON TABLE OF LICENSING CRITERIA FOR EARLY CHILDHOOD EDUCATION & CARE CENTRES 2008

Existing Licensing Criteria for Early Childhood Education & Care Centres 2008	Effective 20 April 2026 - Licensing Criteria for Early Childhood Education & Care Centres
<ul style="list-style-type: none"> • communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and • be involved in decision-making concerning their child's learning. 	<ul style="list-style-type: none"> • communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and • be involved in decision-making concerning their child's learning.
C13 Information and guidance are sought when necessary, from agencies/services to enable adults providing education and care to work effectively with children and their parents.	C113- no wording change Information and guidance are sought when necessary, from agencies/services to enable adults providing education and care to work effectively with children and their parents.
Documentation required Documentation that provides evidence of the service's compliance with criteria C1 – C3. 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 (C10); 2. A process for providing formal and informal opportunities for parents to: <ul style="list-style-type: none"> • communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and • be involved in decision-making concerning their child's learning (C12); and 3. A record of information and guidance sought from agencies and/or services (C13).	Documentation required Documentation that provides evidence of the service's compliance with criteria C101 – C113. 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 (C110); 2. A process for providing formal and informal opportunities for parents to: <ul style="list-style-type: none"> • communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and • be involved in decision-making concerning their child's learning (C112); and 3. A record of information and guidance sought from agencies and/or services (C113).