

COMPARISON TABLE OF LICENSING CRITERIA FOR HOME-BASED EDUCATION & CARE SERVICES 2008

Existing Licensing Criteria for Home-based Education & Care Services 2008	Effective 20 April 2026 - Licensing Criteria for Home-based Education & Care Services
<b>PREMISES AND FACILITIES</b>	
<i>General</i>	
<b>PF1</b> The design and layout of the premises: <ul style="list-style-type: none"> <li>support the provision of different types of indoor and outdoor experiences and</li> <li>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.</li> </ul>	<b>PF201</b> The design and layout of the premises: <ul style="list-style-type: none"> <li>support varied indoor and outdoor experiences;</li> <li>support effective adult supervision without unduly limiting children's access; and</li> <li>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.</li> </ul>
<b>PF2</b> The design and layout of the premises support effective adult supervision so that children's access to indoor and outdoor spaces is not unnecessarily limited.	<b>Removed – Content merged with PF201</b>
<b>PF3</b> The premises conform to any relevant bylaws of the local authority. Any premises undergoing alterations conform to the Building Act 2004.	<b>PF202</b> The premises conform to any relevant bylaws of the local authority. Any premises undergoing alterations conform to the Building Act 2004.
<b>Documentation required:</b> <ol style="list-style-type: none"> <li>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.</li> <li>Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under Section 100 of the Building Act 2004).</li> </ol>	<b>Documentation required</b> <ol style="list-style-type: none"> <li>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.</li> <li>Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under section 100 of the Building Act 2004).</li> </ol>
<b>PF4</b> A variety of equipment and materials is provided that is appropriate for the learning and abilities of the children attending.	<b>PF203</b> 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.
<b>PF5</b> 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.	<b>PF204</b> 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.
<b>PF6</b> 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.	<b>PF205</b> 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.
<b>PF7</b> There are spaces for the safe storage of children's play equipment, personal belongings, cleaning materials, and confidential administrative records.	<b>PF206</b> There are spaces for the safe storage of children's play equipment, personal belongings, cleaning materials, and confidential administrative records.
<b>PF8</b> There are hygienic facilities (other than those required by PF18) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.	<b>PF207</b> 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.
<b>PF9</b> A telephone is available for calls to and from the premises.	<b>PF208</b> A telephone is available for calls to and from the premises.
<b>PF10</b> Parts of the home used by children have: <ul style="list-style-type: none"> <li>lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room</li> <li>ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas) and</li> <li>a safe and effective means of maintaining a room temperature of no lower than 18°C.</li> </ul>	<b>PF209</b> Parts of the home used by children have: <ul style="list-style-type: none"> <li>lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;</li> <li>ventilation (natural or mechanical) that allows sufficient fresh air to circulate (particularly in sanitary and sleep areas); and</li> <li>a safe and effective means of maintaining a comfortable room temperature.</li> </ul>
<b>PF11</b> There is an outdoor activity space that is: <ul style="list-style-type: none"> <li>easily accessible and available to children;</li> <li>enclosed by structures and/or fences and gates that are maintained so that children cannot leave without an adult's help; and</li> <li>safe, well-drained, and suitably surfaced for a variety of activities.</li> </ul>	<b>PF210</b> There is an outdoor activity space that is: <ul style="list-style-type: none"> <li>easily accessible and available to children;</li> <li>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</li> <li>safe, well-drained, and suitably surfaced for a variety of activities.</li> </ul>
<i>Food preparation and eating spaces</i>	
<b>PF12</b> There is a safe and hygienic place for children attending to sit when eating.	<b>PF211</b> There is a safe and hygienic place for children attending to sit when eating.
<b>PF13</b> There are facilities for the hygienic preparation, storage and/or serving of food and drink that contain: <ul style="list-style-type: none"> <li>a means of keeping perishable food at a temperature at or below 4°C and protected from vermin and insects</li> <li>a means of cooking and/or heating food</li> <li>a means of hygienically washing dishes</li> <li>a sink connected to a hot water supply</li> <li>storage; and</li> <li>food preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition.</li> </ul>	<b>PF212</b> Food and drink is hygienically prepared, served and stored. There are facilities that include: <ul style="list-style-type: none"> <li>a means of:               <ul style="list-style-type: none"> <li>keeping perishable food at or below 5°C;</li> <li>keeping all foods protected from pests;</li> <li>cooking and/or heating food to safe temperatures;</li> <li>hygienically washing dishes;</li> </ul> </li> <li>a sink connected to a hot water supply;</li> </ul>

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	<ul style="list-style-type: none"> <li>adequate and suitable storage for food, utensils, and equipment; and</li> <li>food preparation surfaces that are easily maintained in a hygienic condition.</li> </ul>
<i>Sanitary facilities</i>	
<b>PF14</b> There is space (away from where food is stored, prepared, or eaten) where a sick child can: <ul style="list-style-type: none"> <li>be temporarily kept at a safe distance from other children (to prevent cross-infection)</li> <li>lie down comfortably; and</li> <li>be supervised.</li> </ul>	<b>PF213</b> There is space (away from where food is stored, prepared, or eaten) where a sick child can: <ul style="list-style-type: none"> <li>be temporarily kept at a safe distance from other children (to prevent cross-infection);</li> <li>lie down comfortably; and</li> <li>be supervised.</li> </ul>
<b>PF15</b> There is a first aid kit that: <ul style="list-style-type: none"> <li>complies with the requirements of Appendix 1</li> <li>is easily recognisable and readily accessible to adults; and</li> <li>is inaccessible to children.</li> </ul>	<b>PF214 1.</b> There is a first aid kit that is: <ul style="list-style-type: none"> <li>sufficient for the number of children at the service;</li> <li>easily recognisable and readily accessible to adults; and</li> <li>inaccessible to children.</li> </ul> <b>2.</b> 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.
<a href="#">Appendix 1: First aid requirements for criterion PF15</a>	
<b>PF16</b> There is a toilet and hygienic handwashing and drying facilities suitable for the use of the children attending.	<b>PF215</b> There is a toilet and hygienic handwashing and drying facilities suitable for the use of the children attending.
<b>PF17</b> Where children wearing nappies attend, there are safe and hygienic nappy changing facilities.	<b>PF216</b> Where children wearing nappies attend, there are safe and hygienic nappy changing facilities.
<b>PF18</b> There is a plumbing fixture (such as a shower, shub or bath) for washing sick or soiled children.	<b>PF217</b> There is a plumbing fixture (such as a shower, shub or bath) for washing sick or soiled children.
<i>Sleep</i>	
<b>PF19</b> There is space available for the restful sleep of children who need it at any time they are attending.	<b>PF218</b> There is space available for the restful sleep of children who need it at any time they are attending.
<b>PF20</b> 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.	<b>PF219</b> Sleep furniture and items (such as cots, beds, stretchers or mattresses): <ul style="list-style-type: none"> <li>allow children using them to lie flat;</li> <li>are of a safe design and arranged so that:               <ul style="list-style-type: none"> <li>adults have clear access to at least one side length-wise;</li> <li>there is sufficient air movement to minimise the risk of spreading illness in the area surrounding each child; and</li> <li>children can sit or stand safely as they wake.</li> </ul> </li> </ul>
<b>PF21</b> 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: <ul style="list-style-type: none"> <li>protects them from becoming soiled</li> <li>allows for easy cleaning (or is disposable) and</li> <li>does not present a suffocation hazard to children.</li> </ul>	<b>PF220</b> Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowcases) is provided so that children have adequate warmth while sleeping or resting. <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:           <ul style="list-style-type: none"> <li>protects the item from becoming soiled;</li> <li>allows for easy cleaning (or is disposable); and</li> <li>does not present a suffocation hazard to children.</li> </ul> </p>
<b>PF22</b> 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.	<b>Removed – Content merged with PF220</b>
<b>HEALTH AND SAFETY PRACTICES</b>	
<i>Hygiene</i>	
<b>HS1</b> Premises, furniture, furnishings, fittings, equipment, and materials for the use of children attending are kept safe, hygienic, and maintained in good condition.	<b>HS201</b> 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.
<b>HS2</b> Linen used by children or adults is hygienically laundered.	<b>HS202</b> Linen used by children or adults is hygienically laundered off-site or on-site.
<b>Documentation required:</b> A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults.	
<b>HS3</b> A procedure for the changing (and disposal, if appropriate) of nappies is consistently implemented.	<b>HS203</b> A procedure for the changing (and disposal, if appropriate) of nappies is consistently implemented.
<b>Documentation required:</b> A procedure for the changing (and disposal, if appropriate) of nappies that aims to ensure: <ol style="list-style-type: none"> <li>safe and hygienic practices; and</li> <li>that children are treated with dignity and respect.</li> </ol>	
<i>Emergencies</i>	
<b>HS4</b> There are a written 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 plan must include evacuation procedures that apply in a variety of emergency situations and that are relevant to the home.	<b>HS204</b> 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. <p>■ The written emergency plan must also include out-of-school care children if out-of-school care</p>

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<p>☒ The written emergency plan must also include out-of-school care children if out-of-school care is being provided in the home. If the home is in a building that has an approved fire evacuation scheme, the evacuation procedures must be consistent with that scheme.</p>	<p>is being provided in the home.</p>
<p><b>Documentation required:</b> A written emergency plan that includes at least:</p> <ul style="list-style-type: none"> <li>• An evacuation procedure for the premises.</li> <li>• 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.</li> <li>• A communication plan for families and support services.</li> <li>• Evidence of review of the plan on, at least, an annual basis.</li> <li>• Implementation of improved practices as required.</li> </ul>	<p><b>Documentation required (written or digital)</b> A written emergency plan that includes at least:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• designated assembly areas outside the building that keep children safe from further risk;</li> <li>• 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;</li> <li>• a communication plan for families and support services; and</li> <li>• evidence of reviewing the plan annually and implementation of improved practices as required.</li> </ul>
<p><b>HS5</b> Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.</p>	<p><b>Removed – Content merged with HS204</b></p>
<p><b>HS6</b> Heavy furniture, fixtures and equipment that could fall or topple and cause serious injury or damage are secured.</p>	<p><b>Removed – Content merged with HS207</b></p>
<p><b>HS7</b> Educators are familiar with relevant emergency drills and carry out each type of drill with all children present in the home (as appropriate) on an, at least, 3-monthly basis.</p>	<p><b>HS205</b> 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.</p>
<p><b>Documentation required</b> 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>☒ 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.</p>	<p><b>Documentation required (written or digital)</b> 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>☒ 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.</p>
<p><b>Sleep</b></p>	
<p><b>HS8</b> A procedure for monitoring children's sleep is implemented, and information is communicated to parents about their child's daily sleep patterns.</p>	<p><b>HS206</b> A procedure for monitoring children's sleep is implemented, and information is communicated to parents about their child's daily sleep patterns.</p>
<p><b>Documentation required</b> A procedure for monitoring children's sleep. The procedure ensures that children:</p> <ol style="list-style-type: none"> <li>1. do not have access to food or liquids while in bed and</li> <li>2. are checked for warmth, breathing, and general wellbeing at least every 10 to 15 minutes (during day-time sleep), or more frequently according to individual needs.</li> </ol>	<p><b>Documentation required</b> A procedure for monitoring children's sleep. The procedure ensures that children:</p> <ol style="list-style-type: none"> <li>1. do not have access to food or liquids while in bed; and</li> <li>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.</li> </ol>
<p><b>HS9</b> 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"> <li>• adults have clear access to at least one side (meaning the length, not the width)</li> <li>• the area surrounding each child allows sufficient air movement (to minimise the risk of spreading illness) and</li> <li>• children able to sit or stand can do so safely as they wake.</li> </ul>	<p><b>Removed – Content merged with PF219</b></p>
<p><b>HS10</b> 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><b>Removed – Content merged with HS201</b></p>
<p><b>Hazards and outings</b></p>	
<p><b>HS11</b> 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. Consideration of hazards must include but is not limited to:</p> <ul style="list-style-type: none"> <li>• cleaning agents, medicines, poisons, and other hazardous materials</li> <li>• electrical sockets and appliances (particularly heaters)</li> <li>• hazards present in kitchen or laundry facilities</li> <li>• vandalism, dangerous objects, and foreign materials (for example broken glass, animal droppings)</li> <li>• the condition and placement of learning, play and other equipment</li> <li>• windows and other areas of glass</li> <li>• poisonous plants; and</li> <li>• bodies of water.</li> </ul>	<p><b>HS207</b> 1. Equipment, premises and facilities are checked every day for hazards. Checks include at least:</p> <ul style="list-style-type: none"> <li>• cleaning agents, medicines, poisons and other hazardous materials;</li> <li>• electrical sockets and appliances;</li> <li>• hazards present in kitchen or laundry facilities;</li> <li>• vandalism, dangerous objects, and foreign materials;</li> <li>• the condition and placement of learning, play and other equipment;</li> <li>• windows and other areas of glass;</li> <li>• poisonous plants;</li> <li>• bodies of water; and</li> <li>• heavy furniture, fixtures and equipment that could fall or topple and cause serious injury or damage.</li> </ul> <p>2. Hazards are eliminated, isolated or minimised.</p> <p>3. Injury/incident records are analysed to identify recurring and emerging hazards and appropriate action is taken.</p>
<p><b>Documentation required:</b> A documented risk management system.</p>	<p><b>Documentation required (written or digital)</b></p>

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	A documented risk assessment and management system.
<b>HS12</b> 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.	<b>HS208</b> 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.
<b>HS13</b> Safe and hygienic handling practices are implemented with regard to any animals. All animals on the premises are able to be restrained.	<b>HS209</b> 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.
<b>HS14</b> Whenever children leave the premises on an excursion: <ul style="list-style-type: none"> <li>assessment and management of risk is undertaken</li> <li>a supervision plan specific to the excursion is developed and implemented</li> <li>parents have given prior written approval of their child's participation               <ul style="list-style-type: none"> <li>for regular excursions at the time of enrolment and</li> <li>for special excursions prior to the excursion taking place; and</li> </ul> </li> <li>there are communication systems in place so that people know where the children are, and the educator can communicate with others as necessary.</li> </ul> <b>Documentation required:</b> A record of excursions that includes: <ul style="list-style-type: none"> <li>the names of adults and children involved</li> <li>the time and date of the excursion</li> <li>the location and method of travel</li> <li>the excursion supervision plan</li> <li>assessment and management of risk</li> <li>evidence of parental permission for regular excursions at the time of enrolment and</li> <li>evidence of parental permission for special outings or excursions.</li> </ul>	<b>HS210</b> Whenever children leave the premises on an excursion: <ul style="list-style-type: none"> <li>a risk assessment and management process is undertaken;</li> <li>a supervision plan specific to the excursion is developed and implemented;</li> <li>parents have given prior written approval of their child's participation, location and method of travel for:               <ul style="list-style-type: none"> <li>regular excursions at the time of enrolment;</li> <li>special excursions prior to the excursion taking place; and</li> </ul> </li> <li>communication systems in place so that people know where the children are, and the educator can communicate with others as necessary.</li> </ul> <b>Documentation required (written or digital)</b> A record of excursions that includes: <ul style="list-style-type: none"> <li>the names of adults and children involved;</li> <li>the time and date of the excursion;</li> <li>the excursion supervision plan;</li> <li>the location and method of travel;</li> <li>completed risk assessment and management process; and</li> <li>evidence of parental permission and approval of location and method of travel for regular and special excursions.</li> </ul>
<b>HS15</b> If children travel in a motor vehicle while in the care of the service: <ul style="list-style-type: none"> <li>each child is restrained as required by Land Transport legislation and</li> <li>the written permission of the parent of the child is obtained before the travel begins.</li> </ul> <b>Documentation required</b> 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 HS14.	<b>HS211</b> If children travel in a motor vehicle while in the care of the service: <ul style="list-style-type: none"> <li>each child is restrained as required by Land Transport legislation; and</li> <li>the written permission of a parent of the child is obtained before the travel begins.</li> </ul> <b>Documentation required</b> 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.
<b>Food and drink</b>	
<b>HS16</b> 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. <b>Documentation required:</b> 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.	<b>HS212</b> 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. <b>Documentation required (written or digital)</b> 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.
<b>HS17</b> Food is prepared, served, and stored hygienically.	Removed – Content merged with PF212
<b>HS18</b> 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 HS212
<b>HS19</b> 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.	<b>HS213</b> Children must be seated and supervised while eating. The educator does not need to be seated but must: <ul style="list-style-type: none"> <li>have clear visibility of children eating;</li> <li>not be engaged in any other tasks that can take away their focus;</li> <li>be close enough to the children to intervene, if necessary; and</li> <li>know how to respond if a child is choking or has an adverse reaction.</li> </ul> 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.

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<p><b>HS20</b> 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.</p> <p><i>Child health and wellbeing</i></p>	<p><b>HS214</b> 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.</p>
<p><b>HS21</b> Rooms used by children are kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are attending.</p>	<p><b>HS215</b> 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.</p>
<p><b>HS22</b> There is an adult present, at all times while children are attending, who:</p> <ul style="list-style-type: none"> <li>• holds a current First Aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider or</li> <li>• is a registered medical practitioner or nurse with a current practising certificate or</li> <li>• is a qualified ambulance officer or paramedic.</li> </ul> <p>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.</p> <p>If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements.</p> <p><b>Documentation required:</b></p> <ol style="list-style-type: none"> <li>1) Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.</li> <li>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 at the service.</li> </ol>	<p><b>HS216</b> There is an educator present at all times while children are attending, who:</p> <ul style="list-style-type: none"> <li>• holds a current first aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider; or</li> <li>• is a registered medical practitioner, nurse or midwife with a current practising certificate; or</li> <li>• is a qualified ambulance officer or paramedic.</li> </ul> <p>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.</p> <p>If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements.</p> <p><b>Documentation required (written or digital)</b></p> <ol style="list-style-type: none"> <li>1. Copies of current first aid (or medical practising) certificates counting towards this requirement.</li> <li>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.</li> </ol>
<p><b>HS23</b> 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.</p> <p>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.</p> <p>■ Out-of-school care must not be provided to children who are absent from school due to illness.</p>	<p><b>HS217</b> 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.</p> <p>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.</p> <p>■ Out-of-school care must not be provided to children who are absent from school due to illness.</p>
<p><b>HS24</b> 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><b>Documentation required:</b></p> <ol style="list-style-type: none"> <li>1. A record of all injuries, illnesses and incidents that occur at the service.</li> </ol> <p>Records include:</p> <ul style="list-style-type: none"> <li>• the child's name;</li> <li>• the date, time and description of the injury, illness or incident;</li> <li>• actions taken and by whom; and</li> <li>• evidence that parents have been informed.</li> </ul> <ol style="list-style-type: none"> <li>2. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required</li> </ol>	<p><b>HS218</b> 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><b>Documentation required</b></p> <ol style="list-style-type: none"> <li>1. A record of all injuries, illnesses and incidents that occur at the service.</li> </ol> <p>Records include:</p> <ul style="list-style-type: none"> <li>• the child's name;</li> <li>• the date, time and description of the injury, illness or incident;</li> <li>• actions taken and by whom; and</li> <li>• evidence that parents have been informed.</li> </ul> <ol style="list-style-type: none"> <li>2. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required.</li> </ol>
<p><b>HS25</b> Medicine (prescription and non-prescription) is not given to a child unless it is given:</p> <ul style="list-style-type: none"> <li>• by doctor or ambulance personnel in an emergency or</li> <li>• by the parent of the child or</li> <li>• with the written authority (appropriate to the category of medicine) of a parent.</li> </ul> <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><b>Documentation required:</b></p> <ol style="list-style-type: none"> <li>1) 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 <b>Appendix 2</b>.</li> <li>2) A record of all medicine (prescription and non-prescription) given to children attending the service.</li> </ol> <p>Records include:</p> <ul style="list-style-type: none"> <li>• name of the child;</li> <li>• name and amount of medicine given</li> <li>• date and time medicine was administered and by whom and</li> <li>• evidence of parental acknowledgement</li> </ul>	<p><b>HS219</b> Medicine (prescription and non-prescription) is not given to a child unless it is given:</p> <ul style="list-style-type: none"> <li>• by a doctor or ambulance personnel in an emergency; or</li> <li>• by the parent of the child; or</li> <li>• with the written authority (appropriate to the category of medicine) of a parent.</li> </ul> <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><b>Documentation required (written or digital)</b></p> <ol style="list-style-type: none"> <li>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 <b>Schedule</b>.</li> <li>2. A record of all medicine (prescription and non-prescription) given to the children attending the service. Records include:</li> </ol> <ul style="list-style-type: none"> <li>• child's full name;</li> <li>• name and amount of medicine given; and</li> </ul>

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	<ul style="list-style-type: none"> <li>date and time medicine was administered and by whom.</li> </ul>
<b>HS26</b> Adults who administer medicine to children (other than their own) are provided with information and/or training relevant to the task.	<b>HS220</b> 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.
<b>Documentation required:</b> A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the service.	
<b>HS27</b> Children are washed when they are soiled or pose a health risk to themselves or others.	
<i>Child protection</i>	<b>HS221</b> Children are washed when they are soiled or pose a health risk to themselves or others.
<b>HS28</b> There is a written child protection policy that meets the requirements of the Children's 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.	<b>HS222</b> 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: <ul style="list-style-type: none"> <li>the identification and reporting of child abuse and neglect;</li> <li>information about how the service will keep children safe from abuse and neglect; and</li> <li>how the service will respond to suspected child abuse and neglect.</li> </ul> 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.
<b>Documentation required:</b> 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.	<b>Documentation required (written or digital)</b> 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.
<b>HS29</b> All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).	<b>HS223</b> All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).
<b>HS30</b> 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.	<b>HS224</b> 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.
<b>HS31</b> 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.	<b>HS225</b> 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.
<b>HS32</b> 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.	<b>HS226</b> 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.
<i>Notification</i>	
<b>HS33</b> 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.	<b>HS227</b> 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.
<b>Documentation required:</b> A copy of the notification sent to the specified agency.	<b>Documentation required (written or digital)</b> 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.
<i>Supervision</i>	

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<p><b>HS34</b> 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.</p> <p><b>Documentation required:</b> A written supervision plan that ensures the health, safety and wellbeing of children enrolled in the service is maintained at all times.</p> <p>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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. How children will be supervised while they are: <ul style="list-style-type: none"> <li>• involved in activities or routines (such as sleeping, eating and toileting) in separate parts of the home;</li> <li>• using play equipment and resources, both indoors and outdoors;</li> <li>• interacting with other people in the home, including visitors; and</li> <li>• using technology or while they are in the presence of technology while it is being used by others in the home.</li> </ul> </li> </ol>	<p><b>HS228</b> 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.</p> <p><b>Documentation required</b> A written supervision plan that ensures the health, safety and wellbeing of children enrolled in the service is maintained at all times.</p> <p>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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. How children will be supervised while they are: <ul style="list-style-type: none"> <li>• involved in activities or routines (such as sleeping, eating and toileting) in separate parts of the home;</li> <li>• using play equipment and resources, both indoors and outdoors;</li> <li>• interacting with other people in the home, including visitors; and</li> <li>• using technology or while they are in the presence of technology while it is being used by others in the home.</li> </ul> </li> </ol>
<h3>GOVERNANCE, MANAGEMENT AND ADMINISTRATION</h3>	
<p><i>Parent involvement and information</i></p>	
<p><b>GMA1</b> Parents are advised how to access:</p> <ul style="list-style-type: none"> <li>• information concerning their child</li> <li>• 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)</li> <li>• the most recent Education Review Office report regarding the service</li> <li>• the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Home-based Education and Care Services 2008</li> <li>• the full names and qualifications of each person counting towards regulated qualification requirements</li> <li>• the service's current licence certificate and a procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria.</li> </ul> <p><b>Documentation required:</b> Evidence (such as a newsletter or enrolment pack information) of compliance with the criterion. 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 regional Ministry of Education office and provides contact details.</p>	<p><b>GMA201</b> 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"> <li>• the Education (Early Childhood Services) Regulations 2008;</li> <li>• the Licensing Criteria for Home-Based Education and Care Services 2008;</li> <li>• the most recent Education Review Office report regarding the service;</li> <li>• information about any changes to the service's licence status;</li> <li>• the full names and qualifications of each person counting towards regulated qualification requirements;</li> <li>• information concerning their child;</li> <li>• any fees charged by the service;</li> <li>• how they can be involved in the service;</li> <li>• the service's operational documents;</li> <li>• any planned reviews and consultation;</li> <li>• the amount and details of the expenditure of any Ministry of Education funding received by the service; and</li> <li>• 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.</li> </ul> <p>■ For services offering out-of-school care, evidence of:</p> <ul style="list-style-type: none"> <li>• a notice advising parents if the home their child is attending will have children receiving out-of-school care; and</li> <li>• parental acknowledgment of the notice.</li> </ul>
<p><b>GMA2</b> Information is provided to parents about:</p> <ul style="list-style-type: none"> <li>• how they can be involved in the service</li> <li>• any fees charged by the service</li> <li>• the amount and details of the expenditure of any Ministry of Education funding received by the service</li> <li>• any planned reviews and consultation and</li> <li>• if out-of-school care will be provided in the educator's home while their child is attending.</li> </ul> <p><b>Documentation required</b> Written information letting parents know: 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. ■ For services offering out-of-school care, evidence of: written notice advising parents if the home their child is attending will have children receiving out-of-school care and written parental acknowledgement of the written notice.</p>	<p>Removed – Content merged with GMA201</p>

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<p><b>GMA3</b> 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><b>Documentation required:</b> 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><b>GMA202</b> 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>
<p><i>Professional practices</i></p>	
<p><b>GMA4</b> A philosophy statement guides the service's operation.</p> <p><b>Documentation required:</b> A written statement expressing the service's beliefs, values and attitudes about the provision of early learning and care.</p>	<p><b>Removed</b></p>
<p><b>GMA5</b> An ongoing process of self-review and internal evaluation helps the service maintain and improve the quality of its education and care.</p> <p><b>Documentation required:</b> A process for reviewing and evaluating the service's operation (for example, 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 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>	<p><b>GMA203</b> 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><b>Documentation required (written or digital)</b></p> <ul style="list-style-type: none"> <li>• A process for reviewing the service's delivery of operational policies and practices;</li> <li>• the process is consistent with criterion GMA202; and</li> <li>• recorded outcomes from the review process.</li> </ul>
<p><b>GMA6</b> Suitable human resource management practices are implemented for educators and staff.</p> <p><b>Documentation required:</b> Processes for human resource management. Processes at least include:</p> <ul style="list-style-type: none"> <li>• procedures for the selection and appointment of suitable educators and staff</li> <li>• job/role descriptions</li> <li>• training plans for educators with little or no previous experience in early learning</li> <li>• induction procedures into the service</li> <li>• a system of regular appraisal</li> <li>• provision for professional development</li> <li>• a definition of serious misconduct and</li> <li>• discipline/dismissal procedures.</li> </ul>	<p><b>GMA204</b> Suitable human resource management processes are implemented for educators and staff. Processes include:</p> <ul style="list-style-type: none"> <li>• induction procedures into the service;</li> <li>• provision for professional development;</li> <li>• a definition of serious misconduct; and</li> <li>• discipline/dismissal procedures.</li> </ul>
<p><b>GMA6A</b> 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.</p> <p>These records must be kept by, or available to, the service provider as long as the person is employed or engaged.</p> <p>Every child'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><b>Documentation required</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. A record of all safety checks and the results.</li> </ol>	<p><b>GMA205</b> 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.</p> <p>These records must be kept by, or available to, the service provider as long as the person is employed or engaged.</p> <p>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><b>Documentation required</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. A record of all safety checks and the results.</li> </ol>
<p><i>Planning and documentation</i></p>	
<p><b>GMA7</b> An annual plan guides the service's operation.</p> <p><b>Documentation required:</b> 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).</p>	<p><b>GMA206</b> An annual plan guides the service's operation.</p> <p>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.</p> <p><b>Documentation required</b> An annual plan identifying 'who', 'what', and 'when' in relation to key tasks the service intends to undertake each year.</p>
<p><b>GMA8</b> An annual budget guides financial expenditure.</p> <p><b>Documentation required:</b></p>	<p><b>GMA207</b> An annual budget guides financial expenditure.</p>

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<p>An annual budget setting out the service's estimated revenue and expenses for the year. The budget includes at least:</p> <ul style="list-style-type: none"> <li>• staffing costs, including leave entitlements</li> <li>• professional development costs</li> <li>• equipment and material costs for the ongoing purchase of new equipment and consumable materials and</li> <li>• provision for operational costs and maintenance of the premises as appropriate.</li> </ul>	<p><b>Note:</b> 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.</p> <p><b>Documentation required</b></p> <p>An annual budget setting out the service's estimated revenue and expenses for the year. The budget includes at least:</p> <ul style="list-style-type: none"> <li>• staffing costs, including leave entitlements;</li> <li>• professional development costs;</li> <li>• equipment and material costs for the ongoing purchase of new equipment and consumable materials; and</li> <li>• provision for operational costs and maintenance as appropriate.</li> </ul>
<p><b>GMA9</b> Enrolment records are maintained for each child attending. Records are kept for at least 7 years.</p> <p><b>Documentation required:</b></p> <p>Enrolment records for each child currently attending and for those who have attended in the previous 7 years. Records meet the requirements of the ECE Funding Handbook and include at least:</p> <ul style="list-style-type: none"> <li>• the child's full name, date of birth, and address;</li> <li>• the name and address of at least 1 parent;</li> <li>• details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the service;</li> <li>• the name of the medical practitioner (or medical centre) who should, if practicable, be consulted if the child is ill or injured;</li> <li>• 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</li> <li>• the names of the people authorised by the parent to collect the child; and</li> <li>• any court orders affecting day to day care of, or contact with, the child.</li> </ul>	<p><b>GMA208</b> Enrolment and attendance records are maintained for each child attending. Records are kept for at least 7 years.</p> <p><b>Documentation required</b></p> <p>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.</p>
<p><b>GMA10</b> 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.</p> <p><b>Documentation required:</b></p> <p>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.</p>	<p><b>Removed – Content merged with GMA208</b></p>
<p><b>GMA11</b> 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.</p>	<p><b>GMA209</b> 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.</p>
<p><b>CURRICULUM - identification number change only.</b></p>	
<p><i>Professional practice</i></p>	
<p><b>C1</b> The service curriculum is consistent with any prescribed curriculum framework that applies to the service.</p>	<p><b>C101 – no wording change</b> The service curriculum is consistent with any prescribed curriculum framework that applies to the service.</p>
<p><b>C2</b> 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.</p>	<p><b>C102 – no wording change</b> 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.</p>
<p><b>C3</b> Educators engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.</p>	<p><b>C203 – no wording change</b> Educators engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.</p>
<p><b>C4</b></p>	<p><b>C204 – no wording change</b></p>

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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.	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.
<i>Culture and identity</i>	
<b>C5</b> 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.	<b>C205– no wording change</b> 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.
<b>C6</b> 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.	<b>C206– no wording change</b> 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>	
<b>C7</b> 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.	<b>C207</b> 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.
<b>C8</b> The service curriculum provides a language-rich environment that supports children's learning.	<b>C208</b> The service curriculum provides a language-rich environment that supports children's learning.
<b>C9</b> 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.	<b>C209</b> 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.
<b>C10</b> The service curriculum supports children's developing social competence and understanding of appropriate behaviour.	<b>C210</b> The service curriculum supports children's developing social competence and understanding of appropriate behaviour.
<i>Working with others</i>	
<b>C11</b> Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.	<b>C211</b> Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.
<b>C12</b> 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.	<b>C212</b> 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.
<b>C13</b> Information and guidance is sought when necessary from agencies/services to enable educators and coordinators to work effectively with children and their parents.	<b>C213</b> Information and guidance is sought when necessary from agencies/services to enable educators and coordinators to work effectively with children and their parents.
<b>Documentation required</b>	
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: • 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 (C12); and 3. A record of information and guidance sought from agencies and/or services (C13).	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).