

## COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES

Existing Licensing Criteria for Hospital-Based Early Childhood Education and Care Services 2008	Effective 20 April 2026 - Licensing Criteria for Hospital-Based Early Childhood Education and Care Services
<b>PREMISES AND FACILITIES</b>	
<i>General</i>	
<b>PF1</b> The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either: <ul style="list-style-type: none"> <li>for a period of at least 3 years; or</li> <li>for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's premises and facilities that would affect children participating in the ECE service.</li> </ul>	<b>PF301</b> The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either: <ul style="list-style-type: none"> <li>for a period of at least 3 years; or</li> <li>for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's premises and facilities that would affect children participating in the ECE service.</li> </ul>
<b>Documentation required</b> 1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001; and 2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet premises and facilities requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.	<b>Documentation required</b> 1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001; and 2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet premises and facilities requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.
<b>PF2</b> A sufficient quantity and variety of furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children participating in the service.	<b>PF302</b> A sufficient quantity and variety of 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.
<b>PF3</b> All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.	<b>PF303</b> All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.
<b>PF4</b> There are spaces for the safe storage of equipment and materials.	<b>PF304</b> There are spaces for the safe storage of equipment and materials.
<b>PF5</b> There is space for adults working at the service to: <ul style="list-style-type: none"> <li>withdraw from children for planned breaks as appropriate</li> <li>meet privately with parents and colleagues;</li> <li>store curriculum support materials; and</li> <li>assess, plan, and evaluate.</li> </ul>	<b>PF305</b> There is space (where children are not present) for adults working at the service to: <ul style="list-style-type: none"> <li>use for planned breaks;</li> <li>meet privately with parents and colleagues;</li> <li>store curriculum support materials; and</li> <li>assess, plan and evaluate.</li> </ul>
<b>PF6</b> There are hygienic facilities (other than those used for body wash) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.	<b>PF306</b> There are hygienic facilities (other than those used for body wash) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.
<i>ECE activity room</i>	
<b>PF7</b> The design and layout of any ECE activity room supports the provision of a range of different types of learning experiences that are appropriate to the number, ages, abilities, and specific mobility or treatment needs of the children likely to use it.	<b>PF307</b> The design and layout of any ECE Activity Room supports effective adult supervision and facilitates a range of different types of learning experiences that are appropriate to the number, ages, abilities, and specific mobility or treatment needs of the children likely to use it.
<b>PF8</b> The design and layout of any ECE activity room supports effective adult supervision.	<b>Removed – Content merged into PF307</b>
<b>PF9</b> There are safe and comfortable spaces in any ECE activity room 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.	<b>PF308</b> There are safe and comfortable spaces in any ECE Activity Room 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, learning alongside older children.
<b>PF10</b> Floor surfaces in any ECE activity room are durable, safe and suitable for the activities to be carried out at the service (including wet and messy play), and can easily be kept clean.	<b>PF309</b> Floor surfaces in any ECE Activity Room 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.
<b>PF11</b> A telephone or other means of communication is available in the ECE activity room to enable adults providing education and care to call for assistance when necessary.	<b>PF310</b> A telephone or other means of communication is available in the ECE Activity Room to enable adults providing education and care to call for assistance when necessary.
<b>PF12</b> There are facilities (or appropriate arrangements in place) for hygienic handwashing and drying in any ECE activity room.	<b>PF311</b> There are facilities (or appropriate arrangements in place) for hygienic handwashing and drying in any ECE Activity Room.
<b>HEALTH AND SAFETY PRACTICES</b>	
<i>General</i>	
<b>HS1</b> The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either: <ul style="list-style-type: none"> <li>for a period of at least 3 years; or</li> <li>for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's health and safety practices that would affect children participating in the ECE service.</li> </ul>	<b>HS301</b> The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either: <ul style="list-style-type: none"> <li>for a period of at least 3 years; or</li> <li>for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's health and safety practices that would affect children participating in the ECE service.</li> </ul>
<b>Documentation required</b>	<b>Documentation required</b>

## COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES

1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001, and 2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet health and safety practices requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.	1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001; and 2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet health and safety practices requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.
<b>HS2</b> Premises, furniture, furnishings, fittings, equipment, and materials used by children as part of the ECE programme are kept safe, hygienic and maintained in good condition.	<b>HS302</b> Premises, furniture, furnishings, fittings, equipment, and materials used by children as part of the ECE programme are kept safe, hygienic and maintained in good condition.
<b>HS3</b> Designated assembly areas outside the building keep children safe from further risk.	<b>HS303</b> Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.
<b>HS4</b> Adults providing education and care are familiar with relevant emergency drills.	<b>HS304</b> Adults providing education and care are familiar with relevant emergency drills.
<b>Documentation required</b> A record of the emergency drills carried out.	<b>Documentation required</b> A record of the emergency drills carried out.
<b>HS5</b> Safe and hygienic handling practices are implemented with regard to any animals at the service. All animals are able to be restrained.	<b>HS305</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>HS6</b> Whenever children leave the premises on an excursion: <ul style="list-style-type: none"><li>• assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio</li><li>• parents have given prior written approval of their child's participation and of the proposed ratios; and</li><li>• there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary.</li></ul>	<b>HS306</b> Whenever children leave the premises on an excursion: <ul style="list-style-type: none"><li>• a risk assessment and management process is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratios;</li><li>• parents have given prior written approval to their child's participation and of the proposed ratios, location and method of travel; and</li><li>• communication systems are in place so that people know where the children are, and adults can communicate with others as necessary.</li></ul>
<b>Documentation required:</b> A record of excursions. Records include: <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>• assessment and management of risk; and</li><li>• evidence of parental permission.</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 all adults and children involved;</li><li>• the time and date of excursion;</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 adult:child ratios, location and method of travel.</li></ul>
<b>HS7</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 the Land Transport legislation;</li><li>• required adult:child ratios are maintained; and</li><li>• the written permission of a parent of the child is obtained before the travel begins (when children are not travelling with their parent).</li></ul>	<b>HS307</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 the Land Transport legislation;</li><li>• required adult:child ratios are maintained; and</li><li>• the written permission of a parent of the child is obtained before the travel begins (when children are not travelling with their parent).</li></ul>
<b>Documentation required</b> Evidence of parental permission for any travel by motor vehicle as part of the ECE programme.	<b>Documentation required</b> Evidence of parental permission for any travel by motor vehicle as part of the ECE programme.
<b>ECE activity room</b>	
<b>HS8</b> Any ECE activity room is kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are attending.	<b>HS308</b> Maintain a comfortable temperature in any ECE Activity Room 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.
<b>HS9</b> Heavy furniture, fixtures, and equipment in any ECE Activity Room that could fall or topple and cause serious injury or damage are secured.	<b>Removed – Content merged into HS309</b>
<b>HS10</b> Any ECE activity room and equipment used by children as part of the ECE programme are checked on every day of operation for hazards. Hazards to the safety of children are eliminated, isolated or minimised.  Consideration of hazards must include but is not limited to: <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>• vandalism, dangerous objects, and foreign materials</li><li>• the condition and placement of equipment; and</li><li>• bodies of water.</li></ul>	<b>HS309</b> 1. Any ECE Activity Room and equipment used by children as part of the ECE programme are checked every day for hazards. Checks include at least: <ul style="list-style-type: none"><li>• cleaning agents, medicines, poisons and other hazardous materials;</li><li>• electrical sockets and appliances;</li><li>• vandalism, dangerous objects and foreign materials;</li><li>• the conditions and placement of learning, play and other equipment;</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> 2. Hazards are eliminated, isolated or minimised.
<b>Documentation required</b> A documented risk management system	<b>Documentation required (written or digital)</b> A documented risk assessment and management system.

## COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES

<b>HS11</b> All practicable steps are taken to ensure that noise levels in any ECE activity room do not unduly interfere with normal speech and/or communication, or cause any child attending distress or harm.	<b>HS310</b> All practicable steps are taken to ensure that noise levels in any ECE Activity Room do not unduly interfere with normal speech and/or communication, or cause any child participating in the service distress or harm.
<i>Child protection</i>	
<b>HS12</b> Medicine (prescription and non-prescription) is not given to a child unless it is given by authorised personnel, in an emergency or as part of the child's treatment as a patient of the hospital.	<b>HS311</b> Medicine (prescription and non-prescription) is not given to a child unless it is given by authorised personnel, in an emergency or as part of the child's treatment as a patient of the hospital.
<b>HS13</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>HS312</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.
<p><b>Documentation required:</b></p> <p>1) A written child protection policy that contains:</p> <ul style="list-style-type: none"> <li>provisions for the service's identification and reporting of child abuse and neglect;</li> <li>information about the practices the service employs to keep children safe from abuse and neglect; and</li> <li>information about how the service will respond to suspected child abuse and neglect.</li> </ul> <p>2) A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.</p>	
<b>HS14</b> All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).	<b>HS313</b> All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).
<b>HS15</b> Adults providing education and care 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 participating in the service.	<b>HS314</b> Adults providing education and care 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 participating in the service.
<b>HS16</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>HS315</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>GOVERNANCE, MANAGEMENT AND ADMINISTRATION</b>	
<i>Parent involvement and information</i>	
<b>GMA1</b> The following are prominently displayed in any ECE Activity Room for parents and visitors: <ul style="list-style-type: none"> <li>the Education (Early Childhood Services) Regulations 2008,</li> <li>Licensing Criteria for Hospital-based Education &amp; 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</li> <li>a procedure people should follow if they wish to complain about noncompliance with the Regulations or criteria.</li> </ul> <p><b>Documentation required:</b> 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>	<b>GMA301</b> The following are prominently displayed in any ECE Activity Room: <ul style="list-style-type: none"> <li>the service's current licence certificate; and</li> <li>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.</li> </ul>
<b>GMA2</b> Parents are advised how to access: <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) and</li> <li>the most recent Education Review Office report regarding the service.</li> </ul> <p><b>Documentation required:</b> Written information letting parents know how to access: <ul style="list-style-type: none"> <li>information concerning their child</li> <li>the service's operational documents and</li> <li>the most recent Education Review Office report regarding the service</li> </ul> </p>	<b>GMA302</b> Parents and whānau are provided with information on how to access the following, in either written or digital format: <ul style="list-style-type: none"> <li>the Education (Early Childhood Services) Regulations 2008;</li> <li>the Licensing Criteria for Hospital-based Education and Care Services 2008;</li> <li>information about any changes to the service's licence status;</li> <li>the most recent Education Review Office report regarding the service;</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> </ul>

## COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES

	<ul style="list-style-type: none"> <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>
<b>GMA3</b> Information is provided to parents about: <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</li> </ul> <b>Documentation required:</b> <p>Written information letting parents know:</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; and</li> <li>• about any planned reviews and consultation.</li> </ul>	<b>Removed – Content merged into GMA303</b>
<b>GMA4</b> Parents of children participating in 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).  <b>Documentation required:</b> <p>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>	<b>GMA303</b> There is evidence in either written or digital format that parents and whānau of children participating in 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.
<b>Professional practices</b>	
<b>GMA5</b> A philosophy statement guides the service's operation.  <b>Documentation required:</b> <p>A written statement expressing the service's beliefs, values and attitudes about the provision of early learning and care.</p>	<b>Removed</b>
<b>GMA6</b> An ongoing process of self-review and internal evaluation helps the service maintain and improve the quality of its education and care.  <b>Documentation required:</b> <ol style="list-style-type: none"> <li>1. 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 GMA3 /GMA4 and includes a schedule showing timelines for planned review of different areas of operation.</li> <li>2. 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.</li> </ol>	<b>GMA304</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.  <b>Documentation required (written or digital)</b> <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 GMA303; and</li> <li>• recorded outcomes from the review process.</li> </ul>
<b>GMA7</b> Suitable human resource management practices are implemented.  <b>Documentation required:</b> <p>Processes for human resource management, including:</p> <ul style="list-style-type: none"> <li>• selection and appointment procedures</li> <li>• job/role descriptions</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>	<b>GMA305</b> Suitable human resource management processes are implemented. Processes include: <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>
<b>GMA7A</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.  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.  <b>Documentation required</b> <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> </ol>	<b>GMA306</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.  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.  <b>Documentation required</b> <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>

## COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES

2. A record of all safety checks and the results.	
<i>Planning and documentation</i>	
<p><b>GMA8</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>GMA307</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>GMA9</b> An annual budget guides financial expenditure.</p> <p><b>Documentation required:</b> 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>GMA308</b> An annual budget guides financial expenditure.</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 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>GMA10</b> Adults providing education and care have access to information held by the hospital for each child participating in the service that includes:</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 is participating in the service;</li> <li>• the name of the medical practitioner with overall responsibility for the child's care;</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; and</li> <li>• any court orders affecting day to day care of, or contact with, the child.</li> </ul>	<p><b>GMA309</b> Adults providing education and care have access to information held by the hospital for each child participating in the service. Attendance records are maintained for each participating child. Records are kept for at least 7 years.</p> <p><b>Documentation required</b> Attendance records for each child currently participating and for those who have participated in the previous 7 years. Records meet all the requirements of the ECE Funding Handbook.</p>
<p><b>GMA11</b> A record is maintained for children participating in the service. Records are kept for at least 7 years.</p> <p><b>Documentation required:</b> An attendance record that meets the requirements outlined in the Early Childhood Education Funding Handbook for children currently participating in the service, and children who have attended in the previous 7 years.</p>	Removed - Content merged into GMA309
<p><b>GMA12</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>GMA310</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>
<b>CURRICULUM - identification number change only.</b>	
<i>Professional practice</i>	
<p><b>C1</b> The service curriculum is consistent with any prescribed curriculum framework that applies to the service.</p>	<p><b>C301 – 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>C302 – 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> Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.</p>	<p><b>C303 – no wording change</b> Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.</p>
<p><b>C4</b> 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.</p>	<p><b>C304 – no wording change</b> 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.</p>

**COMPARISON TABLE OF LICENSING CRITERIA FOR HOSPITAL-BASED EARLY CHILDHOOD EDUCATION AND CARE SERVICES**

<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>C305 – 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>C306 – 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>C307 – no wording change</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>C308 – no wording change</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 – individually and in groups.	<b>C309 – no wording change</b> The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – individually and in groups.
<b>C10</b> The service curriculum supports children's developing social competence and understanding of appropriate behaviour.	<b>C310 – no wording change</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>C311- no wording change</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 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.	<b>C312- no wording change</b> Regular opportunities (formal and informal) are provided for parents to: • 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.
<b>C13</b> Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents.	<b>C313 - no wording change</b> Information and guidance is sought when necessary from agencies/services to enable adults providing education and care 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 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); 3. A record of information and guidance sought from agencies and/or services (C13)	<b>Documentation required</b> Documentation that provides evidence of the service's compliance with criteria C301 – C313. 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 (C310); 2. A process for providing formal and informal opportunities for parents to: • 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 (C312); 3. A record of information and guidance sought from agencies and/or services (C31)