

UNIVERSITY OF CAPE TOWN



Quality Early Childhood Development Centres: An Exploratory Study of Stakeholder Views

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COMPULSORY DECLARATION

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Abstract

This study '*Quality Early Childhood Development (ECD) centres: an exploratory study of stakeholder views*' was carried out with a sample of fifteen principals of effective ECD centres in the Western Cape, South Africa. The study adopted a qualitative, exploratory approach using a semi-structured interview schedule for face-to-face interviews with the participants. A purposive sample was used and the selected sample were geographically spread across the Western Cape Metropolitan area.

The findings revealed the following:

Effective ECD centres that provide quality care and education is of critical importance and should be prioritised in South Africa. Governing bodies play critical roles in the effectiveness of ECD centres; these roles include: governance and accountability, ensuring financial sustainability, decision-making and administration, strategic planning, monitoring and evaluation, and conflict resolution. ECD forums are also a valuable asset for ECD centres.

Structure and routine, indoor learning materials and the arrangement of the classroom are important components of quality learning programmes. Qualified ECD teachers provide quality learning programmes for children and outdoor play is important for children's holistic development. Parental involvement improves learning outcomes for children and relationships with stakeholder's assists centres in providing a holistic programme. Principals play a crucial role in ensuring a quality service is provided.

The main recommendations included:

ECD centres should register with government departments and comply with their regulations. The required norms and standards should be upheld as these ensure an environment conducive to learning is provided. The learning programme of an ECD centre should be registered and the learning programme should be structured and based on the prescribed curriculum, indoor equipment should be available, and the classrooms should be arranged with specific areas. The ratio of teachers to children and toilets to children should be in line with Department of Social Development (DSD) regulations. Classes should not be overcrowded. Teachers must be qualified to provide quality care and education for children and parental involvement should be encouraged.

Governing bodies are recommended for effective ECD centres and principals should lead the ECD centre effectively with the support of the governing body. ECD centres should join a local ECD forum and relationships with key stakeholders should be sought. Financial records should be stored in an efficient manner and ECD centres should employ a structured fundraising strategy.

The ECD centre building should be fire proof, equipped, accessible for children with disabilities, have adequate space for required rooms and classrooms, and should be clean, safe and secure. Kitchen facilities should be equipped, hygienic and located in a separate room from children. Nutritional meals should be provided to children and should be planned weekly. Outdoor play facilities should be accessible for children.

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Chapter One: Introduction

Introduction

This research study explores the views of stakeholders in the early childhood development (ECD) sector on the essential components that contribute towards the making of quality ECD centres. ECD is vitally important in the South African context; however access and quality of ECD services is a significant challenge. While accessibility to ECD services is progressively being realised for young children; the quality of these service remains a challenge and this is the case for ECD centres. There are a vast number of ECD centres operating out of the pretence of offering ECD when in reality the service being offered is informal custodian care. The reasons for this phenomenon are linked to poverty, lack of skills and inadequate or absence of formal ECD qualifications. Furthermore, while there is a growing body of research on the value of quality ECD for young children, there is still a lack of awareness of the importance of ECD particularly amongst impoverished communities. It is in these communities where quality ECD services are most needed to reduce levels of inequality and break the cycle of intergenerational poverty. This research study aims to provide stakeholder views of best practise for effective ECD centres.

This chapter outlines the background to the problem, research rationale for the study, research topic, research questions, objectives, research assumptions, clarification of concepts, ethical considerations, reflexivity, and a concluding statement..

1.1 Background to the Problem

ECD encompasses a comprehensive range of services, programmes and resources (Albino & Berry, 2013: 81). ECD refers to ‘an umbrella term that applies to the processes by which children from birth to at least nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially’ (Department of Education, 2001: 9). Access to ECD refers not only to access to ECD in a formal pre-school environment, but more broadly to stimulation and care in the home environment, adequate nutrition, provision of health care and immunisations and even access to basic services for young children and their mothers such as safe drinking water, electricity and shelter (Department of Education, 2001: 9). These factors impact on the ability of a child to develop holistically (Atmore, van Niekerk &

Ashley-Cooper, 2012a: 122). In the case of this research, the focus will be on ECD services provided at ECD centres.

The context of South Africa reveals a country of vast inequality, poverty and deprivation (Berry, Dawes & Biersteker, 2013: 26). South Africa has prioritised child rights policy and legislation; however these policies are often ineffectively implemented (Richter & Dawes, 2008: 79). Since the removal of Apartheid legislation started in 1994, numerous policies to ensure human rights and meeting of basic needs for all, have been implemented (Richter & Dawes, 2008: 79). The South African Constitution Act No. 108 of 1996 includes the Bill of Rights which stipulates the rights of children – to education, shelter, health, freedom from maltreatment, amongst others (Richter & Dawes, 2008: 79).

The legacy of Apartheid is still largely felt whereby Black South Africans continue to experience disadvantage, lack of service delivery and denial of basic rights. Young children are the most vulnerable group in South Africa and crime and violence, which is rife in impoverished communities, significantly impacts on the ability of a child to develop positively and holistically. The under-five mortality rate remains high in South Africa amongst low to middle-income communities, driven by malnutrition, childhood illnesses and HIV (Berry, Dawes & Biersteker, 2013: 26). In poor communities, lack of access to basic needs and services including insufficient access to safe drinking water, hygiene and sanitation facilities and safe infrastructure, challenge the early development of children (Berry, Dawes & Biersteker, 2013: 26). Access to quality ECD services remains along racial lines where White children have more access than Black children (Manyike, 2012: 595).

The status of young children in South Africa is revealed in statistics of children between the ages of 0-9 years (Berry, Dawes & Biersteker, 2013: 27 - 30). In South Africa in 2013, there were 10,127,000 children between the ages of 0-9 years. 58% of children live in households with a monthly per capita income of less than R604. Income poverty is experienced significantly more by Black children (66%), less by Coloured children (30%), and the least by Indian (8%) and White children (2%). 45% of children live in rural areas. The under-five mortality rate is 42 per 1000 live births and 27% of children under the age of three are stunted due to malnutrition. The estimated prevalence of children living with disabilities or chronic illness is between 4-6%. The rate of transmission of HIV from mother-to-child is 3%. The incidence of childhood (under five years old) pneumonia infection is 84 per 1000 children and the incidence of diarrhoea with dehydration is 15,2 per 1000 children. The average

literacy score in Grade 3 is 52% and the average numeracy score is 41%. The most recent statistics indicate that in 2012, 485,500 children enrolled in an ECD centre under the age of five received a government subsidy. However, this statistic is likely to have increased significantly since 2012. According to Statistics South Africa (2014: 18), the percentage of children between the ages of 0-4 years who attended an ECD centre in 2014 was 50,8% while 42,7% of children in this age group stayed at home and 6,4% were in the care of adults other than their parents. In 2011, 89% of children age 5-6 were enrolled in an ECD facility or Grade R facility, and in total, 735,000 children attended an ECD centre (Berry, Dawes & Biersteker, 2013: 27 - 30).

Given the benefits of ECD, it is critical that all young children have access to quality ECD services to improve school results, and improve overall wellbeing and success later in life (Berry, Dawes & Biersteker, 2013: 30). The research evidence suggests that effective ECD provision has the potential to break the cycle of intergenerational poverty and lower the rate of inequality (Laryea-Adjei & Sadan, 2012: 76). ECD has the ability to reduce child mortality, build social capital, reduce rates of developmental delay, and mend gender relations (Berry, Dawes & Biersteker, 2013: 30). ECD also has the potential to reduce social inequalities, enhance enrolment of children in primary schooling, and provide long-term cost savings for parents (Jaluo, 2013: 88).

Based on the above, there needs to be significant and increased political commitment and investment in ECD in South Africa, else the gap of inequality and exclusion will continue to widen (Laryea-Adjei & Sadan, 2012: 76). The following quote reiterates this point: ‘to forgo greater investment in ECD interventions means compromising the well-being of South Africa’s communities, perpetuating cycles of poverty, poor educational attainment, ill health, inequality and socio-economic challenges’ (Berry, Dawes & Biersteker, 2013: 30). The provision of subsidies to ECD centres is not sufficient thus children who are unable to pay fees to compensate for the partial subsidy, remain excluded from centres (Laryea-Adjei & Sadan, 2012: 76). Access remains a particular challenge for poor children, children under the age of two, children in rural areas, and children with special needs (Martin, 2012: 4). The pro-poor policies have made some progress in terms of access to ECD services; though progress in terms of the quality of ECD services remains a challenge (Martin, 2012: 4).

Quality of ECD provision could be improved in South Africa if there is a greater emphasis on parental involvement, increased investment in the training of ECD practitioners, improved

management of ECD centres, and improved monitoring of ECD services by the state (Martin, 2012: 4).

1.2 Rationale for the Research

There were various motivations for this study. Firstly, South Africa is in dire need of quality ECD centres to reduce the academic gap between affluent children and disadvantaged children and to provide the latter with opportunities for excelling in school and thus the opportunity to succeed in life. ECD opportunities unlocks potential in young children and is essential for positive and healthy development. More so, children's early years are 'recognised as the appropriate phase for young children to acquire values, behaviour and attitudes, which are important for the building of a peaceful, prosperous and democratic society' (Atmore, van Niekerk & Ashley-Cooper, 2012b: 82). Secondly, it is important that the components that contribute to quality and effective ECD centres are researched in order for effective models of practise to be developed across South Africa. This is my central motivation for conducting this research study – to determine the vital components of effective and quality ECD centres.

1.3 Significance of the Research

ECD centres provide the opportunity for children to access quality ECD services. There are vast numbers of children either not in ECD centres at all due to the fees or are enrolled in ineffective, so-called ECD centres. ECD centres which are not providing a high quality service to children in their care are performing a grave disservice (Meier, Lemmer & Niron, 2015: 8). Research strongly infers that there is a 1000 day window period, termed 'plasticity' of the brain where the brain develops most rapidly, of a child's life in which children should be stimulated properly and developed holistically in order to access their full potential later in life (Martin et al., 2014: 20; Albino & Berry, 2013: 79). During this period, children are reactive to environmental, protective factors which promote positive development of the brain. The protective factors that are associated with positive brain development are good health of the mother and child; an absence of stimulants in the mothers system during pregnancy; healthy, nurturing and stimulating parent-child relationships; and provision of ECD services either at home or in a formal ECD centre prior to Grade 1 (Martin et al., 2014: 20). Therefore, children attending ineffective ECD centres are forgoing their platform for long-term achievement and success. ECD centres operating in impoverished communities are often staffed with inadequately trained ECD practitioners, do not possess the necessary

equipment or facilities, and do not have the correct administrative structures in place. Thus, the significance of the study is *two-fold*. Firstly, this study will provide uniquely South African knowledge regarding the components that make ECD centres effective within the South African context. Secondly, the findings will help to improve the standard of ECD centres across South Africa and especially in previously disadvantaged areas where quality ECD services can compensate for undesirable environmental factors (EFA Global Monitoring Report, 2007: 158; Human Sciences Research Council [HSRC], 2009: 9). Furthermore, research suggests that children who attend a quality ECD centre are better prepared for schooling, are less likely to drop out of school, are more motivated and generally achieve more at school and later on in life (Hyde & Kabiru, 2003: 9). Quality ECD provision has been proven to have social and economic benefits for society as a whole (Laryea-Adjei & Sadan, 2012: 76).

1.4 Research Topic

The topic for this research is, “*Quality ECD centres: an exploratory study of stakeholder views.*”

1.5 Main Research Questions

The main research question and sub-questions are as follows:

1. What are the programme components that make for an effective ECD centre?

Sub-Questions

- 1.1 What type of *governance* is needed at a quality ECD centre?
- 1.2 What components of an *ECD centre building* contribute toward the effectiveness of an ECD centre?
- 1.3 What are the elements of a quality *ECD learning programme*?
- 1.4 What role do *teachers* play in creating quality ECD centres?
- 1.5 What are the essentials of *management and administration* for effective ECD centres?
- 1.6 What elements of *funding and financial management* enhance the effectiveness of ECD centres?

1.6 Research Aims

The research aims of the study are:

1. To examine the programme components that make for an effective ECD centre.
2. To determine the type of governance required and the role of governing bodies of effective ECD centres.
3. To establish the elements of an ECD centre building that contribute toward the effectiveness of an ECD centre.
4. To investigate the elements of a quality ECD learning programme.
5. To explore the role of teachers in creating quality ECD centres.
6. To investigate the essentials of management and administration for effective ECD centres.
7. To determine the elements of funding and financial management that enhance the effectiveness of ECD centres.

1.7 Main Assumptions

The following assumptions based on research evidence from my reading are relevant to the aims of the study:

1. ECD is essential for the holistic development of children.
2. Access to ECD services is lacking in South Africa, particularly amongst Black African children.
3. The quality of ECD services is currently largely poor and needs to be improved.
4. Good governance of ECD centres contributes toward the effectiveness of the service provided.
5. The ECD building and infrastructure plays a significant role in the quality of the service provided.
6. The learning programme provided at an ECD centre significantly affects the effectiveness.
7. Teachers play a pivotal role in the development of children in ECD centres.
8. Management and administration of ECD centres can affect the quality of the service provided.

9. Effective funding and financial management assists the centre in offering quality care and development.

1.8 Clarification of Concepts

The following are some of the key concepts which are central to the study.

- Early Childhood Development

ECD refers the 'process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to at least school-going age' (Department of Education, 2001: 9).

- Early Childhood Development Centre

An ECD centre refers to a building or premises that is used for partial or temporary care (in the form of pre-school, day care or aftercare) of more than six children from birth to six years, away from their guardians. The centre can be used to gain profit or as a non-profit organisation (Department of Social Development [DSD] & Economic Policy Research Institute [EPRI], 2014: xi).

- ECD Service

ECD service refers to the spectrum of services offered to young children to facilitate their holistic development (DSD & EPRI, 2014: xii).

- Grade R

Grade R, also known as the Reception year, is the year of schooling before Grade 1. Grade R is provided in three options: community-based centres, through the public primary school system, or through independent provision (DSD & EPRI, 2014: xii).

- Partial Care

Partial care is the term used to describe the temporary care provided at an ECD centre of more than six children on behalf of parents and during specific hours of the day. An ECD centre should be registered as a partial care facility with Department of Social Development (DSD) (DSD & EPRI, 2014: xiii).

- Registered ECD Centre

A registered ECD centre refers to a centre, as described above, which is registered as a service provider with the DSD. To be registered, an ECD centre needs to comply with the Department's norms and standards with reference to infrastructure, safety measures, curriculum and have specific administrative and policy documents (DSD & EPRI, 2014: xiv).

- Conditionally Registered ECD Centre

A conditionally registered ECD centre refers to a centre that has partially but not wholly fulfilled the norms and standards required for registration over a period of two years. This is a new concept added into practice by the DSD, in order to provide partial funding to ECD centres which are in the process of meeting the norms and standards – as well as to assist financially in the process of becoming registered (DSD & EPRI, 2014: xi).

- Unregistered ECD Centre

An unregistered ECD centre is a centre that is not registered with the DSD and receives no state funding, but acts as a provider of care for children (DSD & EPRI, 2014: xiv).

- Non-Profit Organisation

According to section 1 of the Non-Profit Organisation (NPO) Act No. 71 of 1997, an NPO is defined as a 'trust, company or other association of persons established for a public purpose and of which its income and property are not distributable to its members or office bearers except as reasonable compensation for services rendered' (DSD, 2011a). The term 'NPO' is collective and incorporates both non-governmental organisations (NGOs) and community-based organisations (CBOs) (DSD, 2011a).

1.9 Structure of the Research Report

This research report consists of five chapters:

Chapter 1: Introduction

This chapter introduces the research study, explores the background to the problem and describes the rationale and significance of the study. The importance of quality ECD centres is explored and discussed in the context of South Africa; where vast numbers of children are provided with ineffective ECD services at centres which are not adequately managed.

Chapter 2: Literature Review

Chapter two provides the literature available in the field of ECD with a specific focus on the components that are believed to contribute toward the effectiveness of ECD centres. The chapter also describes the policy and legislation that pertains to ECD, namely the Children's Act No. 38 of 2005, the Draft National ECD Policy of 2014, and the National Development Plan for 2030.

Chapter 3: Research Methodology

Chapter three details the research methodology that was used for the study; the research paradigm of the study is qualitative and the research design is exploratory. The methodology chapter also outlines the data collection method, the analysis and verification method, and the limitations of the study.

Chapter 4: Presentation and Discussion of Findings

Chapter four presents and discusses the research findings. The findings are described, motivated by quotes from the respondents, and are discussed according to the literature in which the findings are either supported by or contradict the literature.

Chapter 5: Conclusions and Recommendations

The final chapter draws conclusions from the findings about the components that contribute toward effective ECD centres. Following this, the recommendations of the research study are presented.

1.10 Key Ethical Considerations

Ethical considerations refer to a set of widely recognised moral principles around the manner in which researchers should interact with and conduct themselves around participants (Verdugo, 1998: 56). Seven critical ethical considerations taken into account in this research study are discussed in this section.

The first ethical consideration is voluntary participation. This consideration illustrates the importance of informing participants of the general purpose of the study which allows the participant to make an informed decision regarding whether or not they would like to participate (Verdugo, 1998: 56). In some studies, revealing too much about the purpose of the study could interfere with the findings obtained or may deter some respondents from

participating (Verdugo, 1998: 56). This relates to deceiving the participants, the second ethical consideration. With regard to this research, this was not the case – the participants were fully informed of the purpose of the study prior to the commencement of the interview.

Privacy, anonymity and confidentiality are second, third and fourth ethical considerations (Babbie & Mouton, 2001: 522). Each participant has the right to privacy in which they are able to decide the level of information they would like to share (Babbie & Mouton, 2001:522). Confidentiality is different in that it refers to whom the researcher may reveal the information and anonymity refers to the procedures adopted to protect the participant's identity in the research findings (Babbie & Mouton, 2001: 522). Confidentiality and anonymity can be achieved by giving the participants alias names and this was the technique adopted in this research. Privacy was accounted for by ensuring that participants knew that they could withhold any information that they deemed private.

A fifth ethical consideration is 'no harm to participants.' Participants may reveal information in the interview which surfaces past issues. A fine line exists when balancing the risk of harming the participants with the benefit the information might provide for the study (Babbie & Mouton, 2001: 522). For this research study, while the research is not of an intimate nature, the questions were thought out and debated with my supervisor and peer in order to guard against the issue of bringing up sensitive issues and subsequent psychological harm. In the case of surfacing issues in the participants, the researcher's training in counselling served to buffer the negative consequences. However, there were no such incidences during the interview process with the respondents.

The sixth ethical consideration refers to the competence of the researcher. This consideration suggests that it is only ethical if the researcher is theoretically prepared for the research as well as provided with supervision which was the case for this research (Babbie & Mouton, 2001: 523).

A seventh and final ethical consideration lies in the importance of sound analysis and reporting (Babbie & Mouton, 2001:526). The researcher has an ethical obligation to include the various shortcomings or limitations experienced in the study (Babbie & Mouton, 2001: 526). In addition, the researcher is ethically required to report the findings in a truthful manner without excluding negative findings (Babbie & Mouton, 2001: 526). In order to accommodate this, the researcher ensured that the limitations of the study were included in the report and that all findings, both positive and negative, were presented.

1.11 Reflexivity

The concept of 'reflexivity' is particularly important for qualitative research. The term refers to the importance of a researcher being conscious of their own biases before conducting research (Punch, 2005: 201). One's biases can serve to influence the findings, particularly in qualitative research in which the data collection tool is an interview (Punch, 2005: 201). There is the possibility that if the researcher is unaware of biases, the interview could be guided in a biased manner. The fact that this research was carried out by a trained and qualified Social Work graduate meant that the researcher was equipped with the required interviewing skills. The interviewing skills learnt included the importance of being aware of self and one's own judgements. Therefore, this knowledge served to guard against possible researchers biases from getting in the way of the research.

At a subjective level, the researcher was aware of certain feelings and opinions that I held regarding the rights, welfare and early education needs of young children. I have grown up being passionate about children and heartbroken that many children in South Africa are not able to have their basic needs and rights satisfied, and are not able to reach their full potential due to the denial of access to services such as effective ECD centres or programmes. I was aware that I would need to remain objective throughout the interviewing process in order to avoid my biases from guiding the direction of interviews.

1.12 Summary

In conclusion, this chapter described the background and significance of the study as well as the objectives, concepts and ethical considerations. The rationale for the study is that quality ECD centres and services are crucial for young children and especially so in the context of South Africa where access to and the quality of ECD services is largely lacking. Furthermore, ECD centres operating in poor communities often do not have the necessary resources, the capacity or the knowledge to provide quality services. The significance of the study is that a model of best practice for ECD centres will be created based on the responses from the ECD principals who are managing effective ECD centres. The aim is that this research study will provide the foundation for improving of the standard of ECD centres in South Africa and that young children will thus be provided with the platform for future success. The next chapter will provide an overview of the available literature.

Chapter Two: Literature Review

Introduction

This literature reviews focuses on literature on ECD in South Africa, on ECD centre programmes and more specifically, on quality ECD centres. The structure of this review is as follows: an overview of ECD policy and legislation, the relevant theoretical models and literature on the six research themes.

2.1 Key ECD Legislation and Policy

There are a number of national policies, laws and programmes that have been put in place for ECD in South Africa (Martin, 2012: 3). The White Paper on Education and Training (1995) promotes ECD and recognises the role that ECD can play in reaching the national goals set for education The Interim Policy for ECD (1996) describes the national ECD priorities and strategy and seeks to ensure universal access to ECD services (Martin, 2012: 3). Education White Paper 5 on ECD (2001) makes provision for universal access to Grade R services. The Green Paper on Families (2011) promotes the strengthening of families through parenting programmes and ECD services in poor communities, amongst other programmes. Three additional key policies are described in more detail: the Children's Act, the Draft National ECD policy of 2015, and the National Development Plan for 2030.

2.1.1 Children's Act No. 38 of 2005

The aim of the Children's Act No. 38 of 2005 is to ensure that certain rights of children in accordance with the Constitution are upheld. The objectives of the Act are to preserve and strengthen families; to ensure that the constitutional rights of children are upheld in terms of family care, social services, and the primary importance of the best interests of the child; and to ensure the structures and services for all-round development of children are sound (Children's Act No.38, 2005: 29). These structures and services include care and protection services, ECD and partial care services, as well as special needs services for children with disabilities (Children's Act No.38, 2005: 30).

Chapter 5 of the Children's Act is on Partial Care Facilities and Chapter 6 is on ECD programmes which are particularly relevant to ECD and which is discussed in detail (Biersteker & Streak, 2008: 13). Chapter 7 and 8 are also important chapters in terms of ECD; Chapter 7 focuses on child protection and Chapter 8 describes early prevention and

intervention services. The Act provides details on ECD services and programmes, legal requirements for ECD services, and the services that government is obligated to fund (Berry, Jamieson & James, 2011: 17). According to DSD (2013: 18), investing in ECD is considered ‘one of the primary means of improving human capital, and reducing levels of intergenerational poverty.’

The Children’s Amendment Act No. 41 of 2007 aims to bring all ECD centres up to a certain standard through establishing norms and standards (contemplated in section 79) as a prerequisite for registration and distributing funding to centres, particularly those in impoverished communities. The subsidy per child per day in partial care facilities was increased from the beginning of April 2013 from R4,50 to R15. Conditional registration was established to assist centres with funding so as to meet the norms and standards over time (Parliamentary Monitoring Group, 2013; Proudlock & Jamieson, 2008: 6). The norms and standards are determined by the Minister of Social Development, in consultation with the Department of Health and of Education. There are eleven norms and standards that should be upheld in an ECD centre (DSD, 2011b: 23).

The first pertains to children’s safety in terms of the environment (DSD, 2011: 23). Children need to feel safe and the premises, equipment, and physical structure of the building needs to be safe. Furthermore, there needs to be consistent adult supervision, the floors need to be washable and hygienic, and precautions need to be taken in the case of fire and other accidental hazards (DSD, 2011: 23). In terms of children’s safety when using transport, there are measures that need to be taken such as screening and registration of transport operators and their adherence to Department of Transport regulations, age appropriate transport that is suitable for children with special needs, adult supervision in the vehicle and no overloading of children (DSD, 2011: 23).

The second standard is about the care for children who are or become sick (DSD, 2011b: 23). There needs to be criteria through which to identify if a child is sick and there should be policies and guidelines on procedures to care for the children such as contacting caregivers, caring for the child in a separate room, assessments to establish whether or not the illness is infectious and in the case of an emergency, children should be taken to the nearest clinic or hospital (DSD, 2011b: 23). Records of each of the children’s medical history should be kept and updated including records of immunisations, accidents at the centre and illnesses. There

also needs to be a first aid kit in every ECD centre and medicines should be kept out of the reach of children (DSD, 2011b: 23).

The third norm requires sufficient space and ventilation within the centre. There also needs to be adequate light and space for the children to conduct activities (DSD, 2011b: 23).

The fourth standard is about safe drinking water which should be available for the children at all times. Water that is not piped should undergo a sterilising process to ensure that is safe to drink (DSD, 2011b: 24).

The fifth standard pertains to the toilet facilities (DSD, 2011b: 24). Every ECD centre should have potties, toilets and basins for children to their wash hands. ECD centres should ensure hygiene and safety and children should be supervised when they make use of toilet facilities. For children up to three years old, each child needs to have their own potty, the waste should be removed hygienically and the potties should be sterilised after use (DSD, 2011b: 24). There also needs to be a separate nappy changing area. For children between three to six years, there should be one toilet for every twenty children either in the centre itself or in premises directly bordering the centre (DSD, 2011b: 24). Washbasins or suitable washing containers, and either running water or a minimum of twenty-five litres of water each day should be available in the ECD centre. For children older than six years, there should be one toilet and washbasin per every twenty children (DSD, 2011b: 24).

The sixth standard stipulates that items that can cause harm should be stored safely away from children. These items include anything from medicines, cleaning detergents, sharp instruments, electrical plug points, and paraffin or gas appliances (DSD, 2011b: 24).

The seventh standard relates to the safe and hygienic removal of waste, according to the regulations stipulated by the municipality. Waste should not be kept in areas that are within reach of children (DSD, 2011b: 24).

The eighth standard indicates that the area for preparing, cooking and serving food to children needs to be clean, and water and cleaning products need to be both available and used regularly. The food should be stored in refrigerated conditions and in sealed containers (DSD, 2011b: 24).

The ninth standard stipulates that children should be separated into different age categories such as, 0-18 months, 18-36 months, 3-4 years, and 4-6 years. In ECD centres where services

are provided to more than fifty children, there needs to be separate rooms for an office and sick room (DSD, 2011b: 25).

The tenth standard relates to procedures in the event of emergencies (DSD, 2011b: 25). ECD centres must draw up policies and procedures in the event of emergencies and practitioners should receive training in how to deal with these emergencies. The procedure should detail the evacuation process in the event of fire, for example, which should be tested and of which the children should be made aware (DSD, 2011b: 25).

The final norm and standard pertains to health care within the centre and the relevant policies and procedures that should be in place (DSD, 2011b: 25). These should outline procedures to be taken in incidences such as dealing with infectious diseases, dealing with medical needs and also for the ongoing training of staff members in how to address and prevent health care issues (DSD, 2011b: 25).

Furthermore, the Act stipulates that registered partial care facilities should be monitored by a 'suitably qualified person' who is authorised by a provincial head of Social Development, in terms of the content being taught in the centre and whether or not the norms and standards are being upheld (Children's Amendment Act No. 41 of 2007).

Learning Programme

The learning programme in ECD centres also needs to conform to norms and standards stipulated in section 94(2) of the Act. There are six norms and standards to which ECD programmes must adhere (DSD, 2011b: 25).

The first standard emphasises the importance of the nature of ECD programme provision which needs to be provided by trained practitioners and should be delivered in an age and developmentally appropriate manner. The practitioners should value the diversity of the children and provide a learning experience which differs each day (DSD, 2011b: 25).

The second standard suggests that learning programmes should aim to facilitate the process of children realising their full potential (DSD, 2011b: 25). Programmes should promote and protect children's rights, provide a safe and nurturing environment, and facilitate the holistic development of children which engenders respect, interaction between children and independence of children. Learning programmes should also undergo monitoring and evaluation processes to ensure its effectiveness and quality (DSD, 2011b: 25).

The third standard relates to the care of children within ECD centres. The facilities and the practices within the centre need to be clean and hygienic (DSD, 2011b: 26). The staff members should make use of positive discipline techniques rather than physical punishment. Children should be provided with an adequate meal each day which meets the nutritional requirements. The staff should be trained and knowledgeable about teaching, medical care and children. The ratio of staff-to-child differs according to the age categories within a centre: children 0-18 months, 1:6; children 18 months - 3 years, 1:12; children 3-4 years, 1-20; and children 5-6 years, 1:30 (DSD, 2011b: 26).

The fourth standard requires that learning programmes should instil positive social values (DSD, 2011b: 26). The programme should thus teach positive values and harness respect for diversity through embracing a non-discriminatory approach to care. The role of parents should be emphasised in the development of positive values in the children and staff members should consistently role-model positive behaviour to the children (DSD, 2011b: 26).

The fifth standard requires that practitioners should teach children to understand and value diversity in terms of culture and language and the learning programme should assist learners in establishing their own identity (DSD, 2011b: 26).

The final standard involves meeting the range of needs that children have such as the 'emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs of children' (DSD, 2011b: 26). Learning programmes should be developmentally appropriate, and emphasise the involvement of caregivers as well as train caregivers in how to care for their children in such a way that facilitates their child's holistic development (DSD, 2011b: 26).

Partial Care Facility

There is a five-step procedure which ECD centres are required to undergo in order to register as a partial care facility, in accordance with the Act (DSD, 2011b: 8). The first step involves meeting with a social service professional at the District Office of DSD. The meeting entails discussions of the documentation and information required in order to establish an ECD centre. The registration requirements and procedures, the relevant chapters of the Children's Act, the norms and standards that need to be upheld in order to be registered and subsequently to apply for the subsidy (and the process in which to apply for the subsidy), and

the application forms that need to be filled in are clarified (DSD, 2011b: 8). The second step involves liaison with the local authority or municipality. The liaison involves approval of land use through a zoning certificate, approval of building plans, applying for and obtaining approval from the Environmental Health Practitioner which will stipulate the number of children to which the centre can provide services, and an assessment of the physical condition of the building in order to obtain a health clearance certificate (DSD, 2011b: 8). The third step involves completing and compiling all the required documentation for the ECD centre. The documentation includes a rental agreement, zoning certificate, approved business plans, health clearance certificate, needs assessment form, staff job description, clearance certificates, daily programme and daily menu's (DSD, 2011b: 8). The fourth step is the site visits and inspections by the social worker and Environmental Health Practitioner to assess whether or not the physical condition of the building, the administration and financial systems, and the programme for the children is satisfactory (DSD, 2011b: 9). Furthermore, an assessment is conducted to determine whether or not the norms and standards have been met. A report on the investigation is drawn up and if compliant, registration will be granted, which is valid for five years (DSD, 2011b: 9). The fifth step of re-registering occurs if an ECD centre wishes to expand the building and/or number of children, to move to another premises, sell the business, or change the ownership of the ECD centre (DSD, 2011b: 9).

2.1.2 Draft National ECD Policy of 2015

The Draft National ECD Policy was developed between 2014 and 2015 and approved by Cabinet on 18 December 2015. It will be published in the Government Gazette during 2016. The vision of the policy is that 'all infants and young children and their families in South Africa live in environments conducive to the optimal development of young children' (Martin et al., 2014: 34). Furthermore, the policy enforces that there should be a comprehensive range of ECD services available to young children which are of quality and are universally accessible (Martin et al., 2014: 2).

The Draft National ECD Policy has short- and long-term goals. The long-term goal is to ensure that by 2030 there is wide-ranging package of effective age and stage appropriate ECD services which are accessible (Martin et al., 2014: 35). The short-term goal is that 'by 2015, the Government of the Republic of South Africa has established the necessary legal framework(s), established the organisational structures and institutional arrangements, undertaken the planning, and put in place the financing mechanisms necessary to support and

realise its commitments to ensure universal ECD availability of, and equitable access to, an essential package of ECD services’ (Martin et al., 2014: 35).

The objectives of the Draft National ECD Policy are as follows (Martin et al., 2014: 35):

- To guarantee there is universal availability of quality ECD services which are age and stage appropriate;
- To ensure that access to ECD services is equitable, support is provided to young children who are vulnerable, and that barriers to access are removed;
- To empower parents to foster the early development of their children; and
- To ensure that effective planning and leadership is prioritised and that the policy is successfully implemented as well as monitored to ensure necessary progress is made.

2.1.3 National Development Plan for 2030

The National Development Plan (NDP) stipulates that ECD is a priority problem to be addressed in South Africa and illustrates the national stride towards universal access to ECD services for children. The overarching priority of the ECD section in the NDP is to ensure that children develop their ‘emotional, cognitive, sensory, spiritual, moral, physical, social and communication capabilities from birth to school-going age’ (National Planning Commission [NPC], 2010: 274). Studies have shown that there is a 1000-day window from conception onwards which is critical for positive development of children. Furthermore, it is prioritised that children up until five years should grow up in an environment which is conducive to their holistic development (NPC, 2010: 274). The NDP stipulates the relationship between positive development of young children and the ‘improvements in school enrolment rates, retention and academic performance, decline in antisocial behaviour and higher rates of high school completion’ (NPC, 2010: 274).

Furthermore, targets of the NDP are to ‘eradicate micronutrient deficiencies in children under 18 months’ and that ‘all children should have at least two years of pre-school education’ (which requires about 2 million places) (NPC, 2010: 34). The proposed ‘actions’ of the NDP are to ‘achieve universal access to two years of early childhood development exposure before grade 1’ (NPC, 2010: 34).

2.2 Theoretical Models

The theoretical models, Bronfenbrenner's Ecological Systems Theory and the Heckman Equation, provide the basis for understanding children, the influence systems have on their development, and the value of investing in the development of young children, for children and society. These two theoretical models are explored in this section.

2.2.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner (1979, 1986) developed the ecological systems theory which provides guidance on the transitions of children within a broader social context (Vogler et al., 2008: 23; Goldfeld, 2014: 2). The theory is useful for understanding the consequences of childhood environmental factors such as poverty, lack of access to basic needs and services, poor parent-child relationships, and societal structures. The theory also postulates on the influence of environmental factors on the ability of a caregiver to foster the positive development of their children. According to the theory, there are four systems in which children interact as they grow up, namely, microsystems, mesosystems, exosystems and macrosystems (Vogler et al., 2008: 23).

Microsystems refer to children's interactions with people such as classmates, teachers and immediate family within familiar settings, for instance at home or at school. Mesosystems refer to the 'relation between these different microsystems' as systems either directly or indirectly interact with each other. Exosystems refer to the areas of life which affect children but within which children do not directly participate. Exosystems include parent's jobs and the implications that this may have on the parent's ability to care for their child due to late working hours, for example. Macrosystems refer to the cultural settings - driven by beliefs, social norms, and societal structures – in which children grow and develop. There are interconnections with macrosystems and exosystems, as the macro policies and laws influence exosystems (Vogler et al., 2008: 24).

According to this theory, parental involvement in ECD centres is considered critical to the effectiveness of the ECD service as it bridges microsystems of the home environment and the school environment, allowing children to feel safe and the ability to achieve (Shumba, Rembe & Pumla, 2014: 456).

Bronfenbrenner's ecological systems theory guides one's understanding of ECD and infers the value of investigating the various contexts, as well as the relationships between these contexts, that impacts on children and their development (Goldfeld, 2014: 2).

2.2.2 The Heckman Equation

The following quote by Heckman (2012: 1) describes the significance and value of investing in ECD, known as the Heckman Equation, especially for vulnerable children in poor communities:

The highest rate of return in ECD comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognise that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality ECD from birth to five for disadvantaged children and their families.

Heckman's (2012: 1) three main points are that ECD fosters achievement and success in school and life in the long term; investing in ECD especially for impoverished children reduces social costs; and investing in ECD is a cost-effective approach for facilitating economic growth.

To elaborate on these points, from birth to five years of age is a critical period for young children in terms of cognitive and emotional development that sets the platform for future success and ECD programmes should focus on social skills such as character, as well as cognitive skills. According to the theory, vulnerable children require more support, in the form of ECD service provision, than children from resourced families in order to equal the playing fields by the start of Grade 1. Without quality ECD services for these children, the opportunity for success will be missed and as a result, higher social costs will be incurred. Investing in developmental opportunities for vulnerable children is considered an effective tool for countering social costs such as poverty, poor health and crime. Investing in ECD programmes also has the potential to evoke upward mobility and the creation of a highly skilled workforce (Heckman, 2012: 1).

Heckman's (2012: 1) saying 'invest, develop and sustain to produce gain' is a valuable phrase as it summarises the significance of ECD, in that investment in the early learning of at-risk young children, with the continued provision of quality education through schooling, in turn reaps a more productive workforce, higher economic returns and benefits future generations (Heckman, 2012: 1).

2.3 Six Research Themes

2.3.1 The type of governance required and the role of governing bodies of effective ECD centres

2.3.1.1 Type of governance required for effective ECD centres

Registration

The registration status of an ECD centre with the DSD is considered to be an indicator of the quality of the service provided as it demonstrates that the norms and standards are upheld and thus, the ECD centre is more likely to be providing quality care and education for children. All the necessary components are in place, such as the infrastructure, health and safety requirements, qualifications of the staff and more, which enables the ECD centre to operate effectively. Registered ECD centres become eligible for the ECD per capita, means tested subsidy granted by DSD (DSD & EPRI, 2014: 36).

ECD centres that provide a Grade R programme are required to register with the Department of Basic Education (DBE) as well; a process that is independent from DSD registration (DSD & EPRI, 2014: 35).

Non-Profit Organisation

ECD centres should be registered as an NPO as this is one of the requirements in order to access the subsidy.

Learning Programme

An ECD centre's learning programme should be registered with DSD. Registration infers that an effective learning programme is provided for the children in the centre. ECD centres should provide structured learning programmes which have a strong educational focus. The learning should also be based on a curriculum and should be tailored to the developmental stage of the children (EFA Global Monitoring Report, 2007: 153; Limlingan, 2011: 38).

2.3.1.2 The role of governing bodies for effective ECD centres

Importance of governing bodies

Governing bodies are crucial to the effective management of an ECD centre (DSD & EPRI, 2014: 39). To register with DSD, the ECD centre is required to present a constitution

outlining the procedures of the organisation, the main responsibilities, the management structure and guidelines on general operations at the centre. The benefit of a constitution is the predictability it provides to both the public and staff who then know the procedures that will be followed for decision-making and in the case of certain events. The constitution should also outline the roles and responsibilities of the governing body which provides structure and the basis for effective governance (DSD & EPRI, 2014: 39).

How should governing bodies be set up and run?

The governing body of an ECD centre comprises the individuals with the highest authority in the centre and individuals who are representative of the centres stakeholders. Positions that should be filled are the chairperson, secretary, treasurer, and office bearers and parent representatives (DSD & EPRI, 2014: 41).

Governing bodies are elected at Annual General Meetings (AGM) of the ECD centre. The procedures to be followed should be outlined in the ECD centre constitution, which includes the procedure on and criteria for the selection of governing body members (DSD, 2011: 14). The governing body should not include more than one family representative, should not be related to the centre staff, and each member should possess the required skills to be on a management committee (DSD, 2011: 14). Governing body members should meet once a month or quarterly. At these meetings, the committee should discuss the monthly report and this must be dispersed to parents in accordance with section 18(7) of the Children's Act No.38 of 2005 (DSD, 2011: 15). Minutes need to be written at all meetings and ECD centre records should be updated regarding financial statements, invoices and receipts, medical certificates, personnel files and salary registers, and any liaison with outside parties (DSD, 2011: 15). The process of record keeping ensures accountability on various aspects including money that has been spent, and accountability in terms of the effective functioning of the ECD centre on the whole.

Role and benefit of having governing bodies

The governing body of an ECD centre plays a critical role in the effectiveness of the ECD centre. There are three main roles that governing bodies should play – strategic planning, ensuring ECD centres have the resources that are necessary for providing quality services, and monitoring the activities at the ECD centre (DSD, 2011: 15).

The committee should appoint the principal to manage the ECD centre. The committee should ensure that an eligible candidate is chosen who fits certain criteria such as a minimum teacher qualification at National Qualification Framework (NQF) Level 4, and a person who has leadership qualities and management skills to effectively run an ECD centre (DSD, 2011: 12).

The governing body decides on the fees that should be paid by parents, how the money should be spent, what equipment should be bought, the maintenance that is required on the ECD centre facility, and the salaries of the practitioners and their employment contracts (DSD, 2011: 15). The benefit of communal decision-making is the accountability, transparency and strategic planning that is ensured (DSD, 2011: 15).

Governance of ECD centres is effective when the centre is accessible, there is transparency, the members act responsibly and with integrity, conflict is resolved in a productive manner, regulations are adhered to, stakeholders and community members are involved in the running of the centre and play a role in raising awareness of the importance of ECD and training of parents, and when the services that are provided are of a high quality (DSD, 2011: 16).

It is required that governing bodies meet regularly to offer active supervision and monitoring of the centre staff and the centre's operation. When meetings are not held, governing bodies generally become ineffective and tend to make impromptu, uninformed decisions. Functional ECD centre governing bodies should meet at least once every three months (DSD & EPRI, 2014: 40).

2.3.2 The elements of an ECD building that contribute toward the effectiveness of an ECD centre

ECD centre infrastructure is a challenge in South Africa where many ECD centres have inadequate infrastructure which prevent centres from becoming registered and poses a health and safety risk for children in their care (Atmore, 2013: 156; HSRC, 2009: 9). Poor infrastructure is associated with the provision of poor quality ECD services (Atmore, 2013: 156). In impoverished communities, the main infrastructure challenges are lack of running water, no electricity supply, inadequate sanitation facilities, unsuitable or an absence of fencing around the premises, and a shortage of space which means that the preparation of food is conducted in a room with children (Atmore, 2013: 156; Atmore, van Niekerk & Ashley-Cooper, 2012a: 129). These challenges impact on the holistic development of

children. Infrastructure is considered a ‘critical enabler of the provision of high quality care and services and is meant to provide a safe environment conducive to learning’ (DSD & EPRI, 2014: 7; Department of Social Services and Poverty Alleviation, Department of Education & Department of Health, 2005: 11).

The infrastructure of a centre can restrict curriculum activities offered and the resources, equipment and services that are available (DSD & EPRI, 2014: 7). Infrastructure that is often overlooked and under catered for is accessibility for children with special needs (DSD & EPRI, 2014: 7).

The main elements of classroom furniture that are important for the teacher to provide an environment conducive to quality learning are: tables and chairs, storage facilities, carpets for mat activities with the children, themes tables, and mattresses and blankets (DSD & EPRI, 2014: 150).

Infrastructure that directly poses risks to children’s safety in ECD centres should be avoided at all costs. Roofing that is damaged, walls that are cracked, and electrical wiring that is exposed are features that are hazardous for children (DSD & EPRI, 2014: 209). Ventilation is another important element of the infrastructure of an ECD centre and is a requirement set by DSD. Proper ventilation reduces the risk of respiratory infection amongst the children (DSD & EPRI, 2014: 216). A separate office space is encouraged for ECD centres as it promotes efficient administration of the ECD centre (DSD & EPRI, 2014: 218).

Kitchen

Kitchen facilities are required at an ECD centre. The kitchen facilities should be separate from the flow of children as this decreases the likelihood of contamination and injury (DSD & EPRI, 2014: 217). Refrigeration is essential as perishable food and formula for the babies must be kept in a cool environment for prevention of contamination (DSD & EPRI, 2014: 194).

Fence

Fencing and the presence of a gate that can be locked is of critical importance for the safety of. Absence of this allows unauthorised outsiders to enter the premises and for children to wander off (DSD & EPRI, 2014: 180).

Safety

In order to promote safety at a centre, which is essential for effective ECD centres (Govindasamy, 2010: 3), emergency contact numbers and contact details of the parents should be available (DSD & EPRI, 2014: 6). DSD requires that there are fire extinguishers and fire blankets at a centre and an evacuation plan that is known to the children and staff. There should also be a stocked first aid kit and a staff member who is training in providing first aid (DSD & EPRI, 2014: 6).

2.3.3 ECD learning programme

2.3.3.1 The elements of a quality ECD learning programme

An effective learning programme is critical to the success of an ECD centre (HSRC, 2009: 10). The learning programme should be provided in the home language of the children, should be tailored to the requirements of children with special needs (DSD & EPRI, 2014: 114), and should be relevant to the culture and context of the children (Hyde & Kabiru, 2003: 22).

For pre-Grade R classes, the curriculum prescribed to those registered with DSD is the National Early Learning Development Standards (NELDS). The National Curriculum Framework (NCF) outlines the priorities and learning areas for the learning programme for children 0-4 years of age which cover 'well-being, identity and belonging, communicating, exploring mathematics, creativity, and knowledge and understanding of the world' (Meier, Lemmer & Niron, 2015: 8). For Grade R classes, the prescribed curriculum is Curriculum and Assessment Policy Statements (CAPS). Teachers need to be qualified to implement the curricula in order to offer an effective programme for the children (DSD & EPRI, 2014: 4).

The quality of the ECD centre programme is associated with positive levels of well-being and development in children and for a learning programme to be administered effectively, there needs to be a positive relationship between the teacher and child (EFA Global Monitoring Report, 2007: 158).

Teacher: child ratio

Teachers play a critical role in the effectiveness of an ECD centre as such it is important that the teacher: child ratio is adequate as an inadequate ratio challenges the ECD centre's quality

of care (DSD & EPRI, 2014: 115; Govindasamy, 2010: 3). DSD has prescribed required teacher: child ratios according to the ages of the children. The younger the children, the more attention the children require and thus more teachers are necessary (DSD & EPRI, 2014: 115). Research suggests that the more individual attention children receive, the greater the cognitive performance (EFA Global Monitoring Report, 2007: 158; Govindasamy, 2010: 3).

Daily programme: structure and routine

Structure and routine is important for young children and this can be achieved in an ECD centre through following a daily programme. ECD teachers determine set times for toilet usage, provision of food and sleeping times amongst other set activities (Manyike, 2012: 599).

Indoor play equipment

A variety of materials and equipment are necessary for the success of a learning programme and research has found that an adequate supply of materials is associated with higher cognitive performance of children (EFA Global Monitoring Report, 2007: 158). Learner Teacher Support Materials (LTSM) is one class of these. Often these resources are limited in financially poor ECD centres. The value of educational games and play in ECD centres is important and ECD centres should possess art and craft materials, music materials, and educational games. Manipulative and construction sets, such as threading beads, blocks and shape sorter buckets, assist in the development of fine motor skills, problem solving and creativity in children (DSD & EPRI, 2014: 147). Puzzles, books and educational posters are also considered educational equipment and are used to develop early reading and mathematics skills and facilitates visual stimulation (DSD & EPRI, 2014: 149). Fantasy play is important for fostering imagination and positive life skills in children. These resources include dolls, plastic animals, kitchen play sets, cars and aeroplane sets (DSD & EPRI, 2014: 149).

Outdoor play equipment

Similarly, outdoor play equipment, including jungle gyms, water play facilities, scooters, hula hoops, skipping ropes and more, is critical for the holistic development of a child. Outdoor play equipment facilitates physical development, team work, sharing and promotes active living for children (DSD & EPRI, 2014: 149). Outdoor play areas should be large enough for

children to play freely – 2m x 2m per child is the recommended outdoor space ratio (Manyike, 2012: 595).

Life skills, numeracy and literacy

Reading, writing, numeracy and life skills are critically important for children's social and educational development and need to be prioritised in ECD centres. Parents should be encouraged to facilitate learning in these areas outside of the ECD centre (Atmore, 2013: 160).

Free-choice activities for children at the age of four years rather than the predominance of formal literacy and numeracy activities is associated with better language scores at age seven (EFA Global Monitoring Report, 2007: 158). It is recommended that there is a balance between formal literacy and numeracy activities and free-choice play (EFA Global Monitoring Report, 2007: 158).

Detection of Abuse

ECD centres are a place where abuse of children can be detected through observation of behavioural changes and acting out (DSD & EPRI, 2014: 161). ECD teachers should be trained to detect abuse as early detection prevents a child from prolonged abuse and trauma which compromises the positive development of a child. In the event of detection, teachers are obliged by law (as stipulated in section 110 of the Children's Act No, 38 of 2005) to report the abuse to a designated child protection organisation, provincial DSD or to the police (Berry, Jamieson & James, 2011: 55; Proudlock & Jamieson, 2008: 7).

Room arrangement

It is recommended that certain activity areas are set up and present in ECD centre classrooms. The areas that should be provided are fantasy play area, book and reading area, nature table, and a doll area (Manyike, 2012: 599). Mpofu and Shumba (2012: 330) assert that the room arrangement 'affects the level of involvement of children and the quality of interaction between adults and children.' The room should also be appropriately arranged for access for children with special needs and disabilities (Mpofu & Shumba, 2012: 330).

Nutrition

In order for ECD centres to be effective in providing services that facilitate children's holistic development, nutrition needs to be provided through meals and snacks (Atmore, 2013: 156). Children living in impoverished communities often arrive at ECD centres malnourished. Malnourishment can cause 'direct and irreversible structural damage to the brain; impair motor development; cause significant developmental retardation; affect cognitive development; impair exploratory behaviour; impair learning abilities and educational achievement; and can have long-lasting impact on a child's health' (Duggan, Watkins, & Walker 2008; Victora et al., 2008; as cited in Atmore, 2013: 156). Hunger and malnutrition affects a child's performance, cognitive ability and reduces their ability to actively learn. ECD centres should provide nutritious meals.

Daily Menu

A daily menu should be visible in the ECD centre which ensures meals incorporate nutritional requirements of children and allows parents to assess the food provision (DSD & EPRI, 2014: 188). The menu should comprise a combination of carbohydrates, proteins and vegetables. Proteins are essential for development of tissues in children and vegetables which contain vitamins and minerals are critical for a healthy diet (DSD & EPRI, 2014: 188).

2.3.4 The role of teachers in creating quality ECD centres

The qualifications of teachers

In order for teachers to provide services that foster the holistic development of children, the teachers need to be trained (Govindasamy, 2010: 2). Experience and passion for children is insufficient for the provision of effective ECD services (Govindasamy, 2010: 2). Specialised knowledge in ECD that incorporates theory of child development, skills and knowledge into ECD programmes is essential for professional practice (Govindasamy, 2010: 3; HSRC, 2009: 9). ECD qualifications are offered through a full ECD qualification or through short skills programmes which are established by the South African Qualification Authority through the NQF (Atmore, 2013: 157; Meier, Lemmer & Niron, 2015: 8). These are offered by either Further Education and Training Colleges or through NPOs. NQF Level 4 (the Further Education and Training Certificate) is the acceptable minimum qualification needed for ECD teaching as determined by DSD. At this Level, teachers possess the requisite skills for effective teaching and optimal development of children (Atmore, 2013: 157).

In South African ECD centres there is a lack of qualifications amongst ECD practitioners especially in ECD centres in impoverished communities (DSD & EPRI, 2014: 3).

The importance of continuous professional training

It is critical that teachers and principals enrol in professional development training on a continual basis to ensure their learning grows and that new skills are developed, which keeps ECD centres up to date with new developments in the ECD field.

The role of teachers

ECD teachers and assistants play a pivotal role guaranteeing that all children in their care are provided with quality early learning to meet their needs, and particularly ensuring that learners with special needs receive appropriate care (DSD & EPRI, 2014: 115).

2.3.5 Management and administration of effective ECD centres

Effective ECD centres ensure that administration is efficient and that the management and operations of the centre is conducted in an organised manner. Amongst the administrative documents that ECD centres need to keep are staff payslips, employment contracts and job descriptions (DSD & EPRI, 2014: 53).

Payslips are kept to confirm that staff members have been paid; a practice which protects the employer and the employee. For employees, a payslip provides proof of employment. Employment contracts are also important as they outline the responsibilities of the employees as well as the working conditions and salary that will be provided. Job descriptions should also be kept by ECD centres as these documents comprehensively outline the duties and responsibilities of the employee (DSD & EPRI, 2014: 53).

ECD centres are required by DSD to develop business plans which provide guidance and structure to the ECD service operation, and to set out goals to be achieved. The possession of a business plan demonstrates goal-orientated service provision and increases the chance of an ECD centre being effective (DSD & EPRI, 2014: 48). In order to register ECD centres need to present their constitution, a copy of approved building plans, a clearance certificate, a health certificate and a description of the skills of the manager (Berry, Jamieson & James, 2011: 36).

ECD centres that are associated with formal public schools have been found to have generally better financial management and governance structures (Atmore, 2013: 158). Community-based ECD centres on the whole need to work to improve their administrative and financial capabilities. DSD requires ECD centres to provide certain records and administrative documents to be registered (Atmore, 2013: 158).

The role of the principal

Principals have three central roles to play in ensuring the effectiveness of ECD centres (DSD, 2011: 12). The first is to manage the overall functioning of the centre and provide effective, visionary leadership (HSRC, 2009: 10). The second role is to create monthly written reports on the centre's functioning and to present this report to the governing body committee. The report should include the successes of the centre, the needs, challenges, requests and relevant suggestions (DSD, 2011: 12). The principal and the chairperson and treasurer should work closely and consult regularly on management issues. The third role of a principal is to ensure that the service and aim of the centre – providing quality ECD to children – is being realised. This includes ensuring weekly planning is undertaken and that these plans are implemented (DSD, 2011: 13).

Children's records

There are children's records that are required at ECD centres. Admission and registration forms should be kept as these provide contact details and information (DSD & EPRI, 2014: 56). Immunisation records should be kept up-to-date and a partnership with the local clinic can ensure this (DSD & EPRI, 2014: 6). These records indicate when immunisations are due (DSD & EPRI, 2014: 161). Attendance registers should be updated on a daily basis in order for absenteeism of children to be tracked (DSD & EPRI, 2014: 58). Records of children's medical history should also be stored. A copy of each child's birth certificate should be kept as this indicates their age and provides formal identification of the child (DSD & EPRI, 2014: 110). Finally, it is important for ECD centres to keep an accident and injury record in which these are recorded and can be monitored (DSD & EPRI, 2014: 176).

Policies

Policies provide guidance to ECD centres and can protect the centre in a number ways. There are a variety of policies that should be in place in a centre and should be readily accessible. ECD centres should have a medication management policy in place (DSD & EPRI, 2014: 5).

Centres should have policies on how to discipline children and when discipline is appropriate (DSD & EPRI, 2014: 58). ECD centres should have child admission policies which outline cases in which children may be refused admission or the maximum number of children a centre can admit and at which point admission can be denied due to lack of capacity (DSD & EPRI, 2014: 55). This policy should specify their admission policy for children with special needs (DSD & EPRI, 2014: 57). Other policies that ECD centres should have in place are for health and safety, HIV/AIDS, and a policy on who is allowed to fetch children from the ECD centre.

Parent involvement in effective ECD centres

The involvement of parents in ECD centres has many benefits, including the increased effectiveness of the centre, the increased development of the children (Govindasamy, 2010: 3), and increased language scores for children at the age of seven (EFA Global Monitoring Report, 2007: 158). Regular parent meetings are an opportunity to promote parent involvement. Another way in which to promote parent involvement and simultaneously allow parents to monitor their child's progress, is through the provision of frequent reports (HSRC, 2009: 10).

Relationship with local clinic

Forming relationships with a local clinic is valuable for ECD centres and can contribute toward their effectiveness. These healthcare professionals are trained to identify conditions, such as stunting, malnourishment, and a variety of disabilities, which may go unnoticed by the ECD staff and parents (DSD & EPRI, 2014: 166).

2.3.6 The elements of funding and financial management that enhance the effectiveness of ECD centres

Up-to-date financial records and financial sustainability

For an ECD centre to provide an effective service, it is imperative that the finances are in order (Department of Social Services and Poverty Alleviation, Department of Education & Department of Health, 2005: 11). Sound financial management is critical for ensuring the viability and sustainability of the centre and ensuring that centres have the ability to provide quality care and education (HSRC, 2009: 10). Financial documents need to be kept as these

reveal the centre's assets, income and expenditure, the financial risks at the centre, and if the centre has been misusing funds (DSD & EPRI, 2014: 59).

ECD centres must record all income and expenditure. This enables the ECD centre to draw up a budget and promotes effective financial planning, prevents over spending and prepares the ECD centre for the annual audit. The fee register must be kept as this assists centres to keep track of fee payments and fee receipt books should be used to provide proof of payment (DSD & EPRI, 2014: 55).

Banking regularly

ECD centres must have a bank account as this monitors of the use of centre funds. Accountability is ensured through adding more than one bank signatory (DSD & EPRI, 2014: 59).

Fundraising

The main source of funding for ECD centres is parent fees (Atmore, 2013: 158). ECD centres that qualify can also receive funding from government through subsidies from DSD (Atmore, 2013: 158). The HSRC (2009: 12) recommends that ECD centre staff be provided with training on fundraising and how to write funding proposals, as this contributes toward financial sustainability which is necessary for the provision of quality ECD services.

2.4 Summary

Through reviewing the literature it became clear that this research topic sheds light on vital information and perceptions of stakeholders regarding the components that contribute towards effective ECD centres and that provide quality learning for young children. The theoretical models provided the framework and understanding of the value of quality ECD services for young children and the literature, which was discussed under each of the six research themes, provides the basis on which the research study was carried out and also provides the basis for comparison and contrast. The next chapter, chapter three, outlines the methodology used for the research.

Chapter Three: Research Methodology

Introduction

This chapter sets out the research methodology adopted for this study including the research design; data collection; sampling; analysis and verification of the data; and limitations of the study. Research methodology needs to be carefully selected by the researcher as the methodology choice will affect the nature of the results and overall findings of the study. This chapter describes the research methodology that was chosen in order to retrieve the intended results; the components that comprise an effective ECD centre.

3.1 Research Methodology

Research Paradigm

A qualitative research paradigm was adopted for this study. The motivation for the use of this inductive approach is its ability to retrieve deep, meaningful and contextualised data from participants in their natural setting (Babbie & Mouton, 2001: 309). Different to a quantitative approach, the researcher is also able to discover differences in behaviour and attitudes amongst participants which contributes to a holistic understanding of the topic under study (Babbie & Mouton, 2001: 309). In addition, through establishing rapport with participants, the researcher is able to gain credibility (Babbie & Mouton, 2001: 309).

Research Design

An exploratory research design was chosen for this study as the topic requires that a comprehensive understanding of the research topic is retrieved from the participants (Babbie & Mouton, 2001: 309). The exploratory design is generally used for its ability to retrieve such data (Babbie & Mouton, 2001: 309).

3.2 Sampling

In this research study non-probability, purposive sampling was used to recruit participants. This sampling technique is often used for qualitative research and involves the researcher selecting participants based on representativeness in relation to the population and ability to contribute purposefully to the area under study (De Vos, 2002: 392). The researcher selected fifteen ECD centres at which the principal would be interviewed. The ECD centres were selected from a list of ECD centres that were registered by the provincial DSD and which were considered by a professional ECD trainer at the Centre for Early Childhood

Development to be effective. The sample of ECD centres that were selected was geographically spread across the Western Cape Metropolitan area.

3.3 Data Collection Method

The data collection method was in-depth face-to-face interviews due to its main strength of gaining meaningful data and responses (De Vos 2002: 292).

3.4 Data Collection Tool

The data collection tool for this study was a semi-structured interview schedule. This technique grants flexibility which allows the researcher to probe into areas for more clarity or to gain a better understanding of responses and semi-structured interviews generally provide holistic and in-depth data (Babbie & Mouton, 2001: 300). Semi-structured interview schedules are generally prepared and pretested to avoid complications during the formal research interviews (Babbie & Mouton, 2001: 300). The researcher pre-tested the interview schedule in an informal interview with a peer who is knowledgeable on the subject of ECD.

3.5 Data Collection Apparatus

For the purpose of this study a recording device, a Samsung Galaxy 4 Mini, was used. Recording of interviews allows for a detailed record of the interview after which the interviews can be transcribed and analysed (De Vos, 2002: 50). The use of a recording device rather than taking down process notes also allows for the researcher to focus their full attention on the process of the interview (De Vos, 2002: 50).

3.6 Data Analysis

The data was analysed according to an adaptation of Tesch's (1990; as cited in De Vos, 2002: 408) approach. The steps in this approach are as follows:

Transcribing the interviews is the first step in the data analysis method (De Vos, 2002: 409). The second step involves the researcher carefully reading through the transcriptions in order to familiarise herself with the finer details (De Vos, 2002: 409). The researcher should then, thirdly, write down memo's or short phrases, ideas or concepts which portray abstract thought (De Vos, 2002: 409). This step also involves outlining the code names and code notes which describe their meaning (De Vos, 2002: 410). When it comes to the fourth step, the researcher should have a thorough knowledge of the significant themes, recurring ideas

and belief patterns. The first component of this step involves first level coding which is organising data into categories in which common concepts and phenomena are grouped, and subsequently assigning relevant codes (De Vos, 2002: 411). Second level coding is the second component of this step whereby the researcher should further refine the data and categories (De Vos, 2002: 411). The main themes must be in accordance with the objectives of the study and the categories should be broad in order for concepts to be grouped underneath them. After the schema has been finalised, the final step is for the researcher to write up the discussion of the findings according to the framework designed in the previous steps (De Vos, 2002: 411). In the discussion, direct quotes should be used to reflect points and ideas identified in the discussion. Furthermore, the discussion should also be linked to the literature from the literature review in terms of whether or not the findings reflect or contrast to the literature (De Vos, 2002: 411).

The causal layered approach is a further data analysis method that was adopted. This approach is more critical and advanced than that of Tesch's (1990) data analysis method. The four levels of this approach include identifying the litany, social causes, discourses and myths pertaining to the research topic (Inayatullah, 2004: 16).

3.7 Data Verification

Data verification is a critical component of a research study such as this. Lincoln and Guba (1999; as cited in De Vos 2002: 419) outline four criteria which ensure rigor in qualitative research. Qualitative researchers make use of these four criteria – credibility, transferability, dependability and confirmability – in preference to the conventional criteria that is, internal validity, external validity, reliability and objectivity (De Vos 2002: 419). The conventional criteria are deemed by many as inappropriate for qualitative research and therefore the aforementioned criteria were adopted (De Vos 2002: 419).

The first of the four criteria is 'credibility' which is used in place of 'internal validity' (Shenton, 2004: 64). This criterion is interested in whether or not the study is measuring or testing what it intends. In order for the research to be trustworthy, it is important that the procedures and methods are taken from a solid theoretical base (Shenton, 2004: 64). Furthermore, the results need to accurately reflect the perspective of the participants. There are a number of strategies which are commonly used to improve credibility. Regular debriefing sessions with supervisors and peers are a common way of increasing credibility.

This is because the researcher's ideas are questioned by their peers and supervisors and subsequently, the researcher can improve and make adjustments where necessary (Shenton, 2004: 64). A similar strategy is peer scrutiny in which peers provide feedback on the research project. The feedback, questions and observations may allow the researcher to have a renewed perspective due to the fact that researchers often become highly attached to the research that they struggle to be completely objective (Shenton, 2004: 64). For the purposes of this research project, the researcher put her interview schedule up for supervisor and peer scrutiny.

The second criterion is 'transferability', used in the place of external validity, which speaks to the need for research findings in one context to be transferred to another context (De Vos, 2002: 420). It is the ability of the findings to be generalised which is a common shortfall for qualitative research (De Vos, 2002: 420). To counter this issue, and thus improve the transferability, researchers can draw on relevant theories, concepts and models for the data collection and analysis (De Vos, 2002: 420). For this research study, the data collection methods and analysis techniques are grounded in theory.

'Dependability' is the third criterion; an alternative to 'reliability' (De Vos, 2002: 420). This construct ensures that the research process is logical and is suitable for a changing social world (De Vos, 2002: 420). Dependability was ensured in this study through the use of current research theory.

The fourth criterion is 'confirmability' which refers to whether or not the researcher has been completely objective in the reporting of the findings that is, could the findings be confirmed by a co-researcher (De Vos, 2002: 421). For the purpose of this research, this criterion was achieved through discussion of findings with a supervisor.

3.8 Limitations of the Study

There were a number of potential limitations that could have impacted on this study. The main limitations being the methodology utilised for the purposes of this research.

Research Methodology

The first limitation involved the selection of an exploratory, qualitative research design. Despite the many advantages of this design, as discussed, qualitative approaches render the results unable to be generalised. A limitation related to the choice of research paradigm is that

the researcher is the main instrument in the research (Babbie & Mouton, 2001: 309). The researcher is therefore required to maintain complete objectivity at all times which I was able to do.

Sampling

The use of of non-probability sampling leads to limited generalisability of the research findings as the sample is not randomly selected (De Vos, 2002: 392).

A second potential limitation was the manner in which the purposive sampling of the participants was conducted. The main limitation in this regard was the fact that I was not able to select the participants based on my own judgement as I did not know the principals at the ECD centres prior to the research study (De Vos, 2002: 392). However, I used the advice of a competent and experienced ECD training to guide me in selecting the sample.

Data Collection Method

The literature suggests limitations in in-depth face-to-face interviews (De Vos, 2002: 292). The first of these is that the participant may not wish to share information and may answer in an untruthful manner (De Vos, 2002: 292). A second limitation is the requirement to build rapport with the respondent for the purposes of the interview which may unwillingly cause the researcher to take on a role of the therapist (De Vos, 2002: 292). Furthermore, the level of intimacy that face-to-face interviews allow has the potential to surface past wounds (De Vos, 2002: 292). For the purpose of this research, the researcher was conscious of the emergence of this limitation and therefore planned to refer participants for therapy if required.

Data Collection Tool

Possible limitations of the use of a semi-structured interview approach is as follows. Firstly, the flexibility could cause researchers to fall into the trap of dwelling on nonessential topics for too long. Secondly, there is the possibility that the researcher may have limited control of the interview due to the flexible nature. The third limitation is the lowered reliability of the data which comes hand-in-hand with using a non-standardised approach (Babbie & Mouton, 2001: 300). It was therefore important that I was conscious of these limitations in order to guard against them.

Data Collection Apparatus

The use of a recording device can be a limitation. The awareness of the interview being recorded can prevent participants from being open and honest (De Vos, 2002: 405). However, the use of my social work interviewing skills served to reduce this potential negative effect as well as careful explanation of the confidentiality and anonymity agreement. Furthermore, as suggested by De Vos (2002: 405), the recording device was placed inconspicuously in order to distract the participants from its presence.

3.7 Summary

This chapter has provided a description of the research methodology as well as the methods of analysis utilised in this study. The chapter also illustrated the various limitations of the research methodology. The next chapter will entail a discussion of the research findings of this study.

Chapter Four: Presentation and Discussion of Findings

Introduction

This chapter provides the profile of the respondents in the study, the framework for discussing the findings and, finally, the discussion of the findings including pertinent quotes from the respondents to substantiate the findings and appropriate literature to provide further verification.

4.1 Profile of Sample Respondents

Interviewee	ECD Centre and Location	Position and Qualification	Years of ECD Experience	Number of Staff Members at ECD Centre	Number of Children at ECD Centre
Interviewee 1	Fifth Avenue Day Care Centre Heideveld	Principal Level 5	19 years	6	60
Interviewee 2	Little Angels Educare Centre, Heideveld	Principal Level 4	20 years	3 and 2 volunteers	40
Interviewee 3	Silvertown Educare Centre Athlone	Principal Level 5	41 years	13	153
Interviewee 4	Yizani Sakhe Ubunye Khayelitsha	Principal Completing Level 5	10 years	8 (7 teachers, 1 caretaker)	150
Interviewee 5	Sizisa Ukhanyo Khayelitsha	Principal Level 5, Registered for B Ed in Early	16 years	15 (10 teachers, 5 support staff)	216

		Childhood			
Interviewee 6	Joyce Ndinisa Educare Old Cross Roads	Principal Level 5	11 years	5	93
Interviewee 7	Daisy Educare Khayelitsha	Principal Level 5	5 years	6	121
Interviewee 8	Georgina's Centre Kraaifontein	Principal Level 5	9 years	3	46
Interviewee 9	Ruth's First Educare Centre Philippi	Principal Diploma in ECD, Registered for B Ed in Early Childhood	17 years	8	110
Interviewee 10	Fundani Nathi Gugulethu	Principal Level 5	7 years	7 and 1 volunteer	90
Interviewee 11	Sinethemba Preschool Mbekweni	Principal Level 5	23 years	12 and 3 volunteers	280
Interviewee 12	Vukukhanye Educare Mbekweni	Principal Level 5	35 years	11	157
Interviewee 13	Monwabisi Educare Centre Mbekweni	Principal ECD diploma	30 years	21 (16 are teachers)	250
Interviewee	ABC Pre-	Grade R Teacher	1 year	6 (3 teachers and one	48

14	primary Lansdowne	<i>Acting Principal</i> Level 5		assistant teacher)	
Interviewee 15	Lady Buxton Claremont	Director B Ed	8 years	35	160

Description of the Participants

Of the fifteen participants, fourteen were female and one was male, and the years of experience in ECD ranged from 1 to 41 years. Thirteen of the participants were principals, one was a director, and one participant was the acting principal (who was also the participant who had the least years of experience). In terms of the qualification backgrounds of the participants, most of the participants had the equivalent of an NQF Level 4 qualification or higher. Ten of the participants held a NQF Level 5 qualification, one was completing Level 5, two held a Bachelor of Education qualification and three held ECD diplomas. The number of children enrolled in the ECD centres of the participating respondents ranged from 40 to 280 children. The number of staff members at the ECD centres ranged from 3 staff members (in a small ECD centre of 46 children) to 35 staff members (in a large ECD centre of 160 children).

4.2 Framework for Discussing Findings

Theme	Category
Theme One: <i>The type of governance required and the role of governing bodies of effective ECD centres</i>	Importance of Registration
	Registration of Learning Programme: NELDS and CAPS
	NPO Registration: Funding Benefit
	Governing Body
Theme Two: <i>The elements of an ECD centre building that contribute</i>	Building

<i>toward the effectiveness of an ECD centre</i>	Importance of Outdoor Play
<p style="text-align: center;">Theme Three: <i>The elements of a quality ECD learning programme</i></p>	Ratio of Teacher to Children
	Overcrowding
	Daily Programme
	Importance of Structure and Routine
	Following a Curriculum: NELDS and CAPS
	Indoor Play Equipment
	Life Skills
	Literacy and Numeracy
	Room Arrangement
	Meal Menu in Kitchen
	Nutrition and Trained Cook
<p style="text-align: center;">Theme Four: <i>The role of teachers in creating quality ECD centres</i></p>	Teacher Qualifications
	Continuous Professional Development
	Importance of Planning for Teachers
<p style="text-align: center;">Theme Five: <i>The management and administration of effective ECD centres</i></p>	Role of Principals: Ensuring Smooth Running of Centre
	Keeping Children's Records
	ECD Centre Policies

	Parent Involvement
	The Value of ECD Forums
	Relationship with Stakeholders
<p style="text-align: center;">Theme Six:</p> <p style="text-align: center;"><i>The elements of funding and financial management that enhance the effectiveness of ECD centres</i></p>	Up-to-date Financial Records
	Fundraising
<p>Additional Theme: <i>What sets ECD centres apart from other centres?</i></p>	

4.3 Research Findings

Theme One: The type of governance required and the role of governing bodies of effective ECD centres

In analysing the data, four categories emerged as relevant to the type of governance required and the role of governing bodies of effective ECD centres.

The Importance of Registration

All of the respondents indicated that registration with the various Departments is critical for the effectiveness of an ECD centre. The value of registration is iterated in the literature which suggests that positive registration status is associated with quality service provision, as it illustrates that all the norms and standards are in place (DSD & EPRI, 2014: 27). The belief is that then the ECD centre is conducive for the provision of quality care and education for young children. Furthermore, in order for a centre to become registered, the centre needs to go through a range of other departments who conduct their own quality assurance measures and by the end when registration is permitted by DSD, it demonstrates that five separate stakeholders deem the centre to be in proper standing for providing quality ECD services. The following quotes indicates the importance placed on registration by participants.

Subject 7: You should [become registered] because when you're registered... it tells everyone around you that this person has met the norms and standard of Social Development. Because

Social Development is looking for all sort of things, through the City of Cape Town where they will have to come and inspect the building, if it's fire proof. If what happens when the building is on fire and is the property being zoned to do this kind of service? So, that's very important when you're running an ECD, that you've got all the relevant papers, all the relevant requirements that the stakeholders are looking for. Because look, we are not only dealing with Social Development, there is Health involved, there's Fire Department involved. So, if five stakeholders trust you and give you papers that you can operate, that means that you are doing well.

Subject 1: With the Department of Social Development if you have six children or more, you have to register, there is no other way out because you are taking care of other people's children. So when you do apply for registration it's a long process but it also involves the City of Cape Town, there is zoning, there's the fire department and there's the health department. So once you've gone through all of those systems you know that your place is secure and then you know that the children are safe. They are in an environment where it's clean, which has been approved by City and the Department of DSD.

The majority of the respondents relayed the prime reason for undertaking the tedious registration process with DSD: to access the per capita subsidy. While this amount is limited (R15 per child who qualifies through a means-test, per day), for many ECD centres this amount constitutes a significant portion, if not the full amount, of their monthly income (Atmore, 2013: 158). Most ECD centres operating in poor areas do not receive adequate fees from parents and often parents fail to pay fees altogether, and thus these ECD centres are dependent on the subsidy for survival (Atmore, 2013: 158). This amount is made to stretch to cover nutritional meals for the children, and the necessary resources to provide quality services. The following quote below reveals the value of the subsidy, as suggested by one participant.

Subject 10: I mean the subsidy that we get from Social Development when you are registered, helps a lot, because our school fees is very... is too little. So the subsidy helps us to add more to the school fees that we get, so that we can do the things that we want to do.

The participants also revealed that registration provides protection for ECD centres in the event of an accident or disaster through the allocation of a social worker or 'suitably qualified person' from provincial DSD (Children's Amendment Act No. 41 of 2007). There is safety assurance in that norms and standards are met, meaning that the centre is adequate for childcare and thus, potential court cases can be avoided.

Subject 2: Yes it is, it is very important. Just in case... if anything happened in your centre, say for instance, there's disaster happening or one of the children get hurt, if there's... and you're not registered, then you are in a major, major trouble. It can lead to a court case.

Subject 5: It should be registered as a Partial Care, because in order for the social workers to

come and do their visit. Because sometimes if you are not registered as a Partial Care, you can do things on your own, sometime there will be accident that can happen. So, you will not get any assistance, whereas if you are registered as a Partial Care, the social workers do come immediately because you are registered under them if there is a problem.

Some participants indicated that DSD places restrictions on the use of the allocated subsidies for ECD centres. According to the following quote by one participant, these restrictions ensure that the money is spent wisely, for appropriate line items that are budgeted and ultimately that there are accountability structures in place.

Subject 7: I'd love everybody to be registered... Because that also makes you account as well, because Social Services will not just give you their money, they want you to account. They want you to tell you, how you spend it. They will categorise and say 40% will go on salaries, 40% will go on food and 20% on project cost. So, you've got to have your files, your administration should be in order. So, it makes you on your toes as well instead of just getting money and just do whatever you want to do.

Registration of Learning Programme: NELDS and CAPS

The participants strongly inferred the importance of registering the centres learning programme with DSD and DBE. The findings from the participants support the literature in that registering the learning programme ensures that a structured programme is followed that is developmentally appropriate and based on theoretical knowledge and expertise, rather than the provision of haphazard programmes which are unstructured and ineffective (EFA Global Monitoring Report, 2007: 157). For pre-Grade R, the learning programme prescribed by DSD is NELDS and for Grade R the prescribed learning programme by DBE is CAPS. These learning programmes delineate learning outcomes which should be realised through the development of the children including early mathematics, literacy, identity understanding, communication skills, creativity, general knowledge about the world, and overall wellbeing (Meier, Lemmer & Niron, 2015: 8). The quotes below demonstrate the benefit of learning programme registration.

Subject 3: I do think the learning programme must be registered. If the learning programme isn't registered, then everybody in the Centres just do what they want. They won't be necessary for them to plan and at the end of the week, do their templates and that, because they'll take it this... why are they doing it.

Subject 14: Our Grade R is following the CAPS programme. The other learners are following the NELDS programme So we do follow that... So, it's very important that it is registered, so we know we're doing the right thing, you know. Definitely need to do the right thing with regards to our children. It's our children, they are our future and we need to make sure that

they are on par with where they need to be.

NPO Registration: Funding Benefit

It emerged from the respondents that there is a funding benefit for being registered as an NPO, and this is in fact a central motivator for centres to become registered. The quotes below reveal the reasoning behind this: potential donors generally request an NPO certificate prior to the provision of funding. According to the respondents, a NPO certificate provides proof to the donor that the ECD centre is legitimate. Access to funding provides financial sustainability for ECD centres which is essential for the running of an effective centre (HSRC, 2009: 12). The value of registration as an NPO for the benefit of access to funding is a new finding which has not emerged in literature.

Subject 5: Some of the funders, when we are applying, they always need a non-profit organisation [certificate]. Because that means that you are working for the community and your Centre is based in the community, so that means you are making a difference to the community. Not gaining some profit.

Subject 12: If I want a sponsor outside, they want a certificate of NPO, yes, before they give me a sponsor.

Governing Body

In terms of the procedure in which governing bodies of ECD centres are set up and run, the findings from the participants are in line with the available literature. The participants indicated that this procedure should be outlined in the centres constitution, which is what is stated in the literature (DSD, 2011: 14). However, a finding that is different to the literature, the participants specified that firstly, nominations are made and following this, if there are the correct number of nominations as per what is outlined in the constitution then the nominated group will be elected automatically. If there are more nominations than the specified group number, elections need to take place during the ECD centre's AGM. The literature only specifies that governing body members should be elected during the centre's AGM (DSD, 2011: 14). The following quote reveals the new finding.

Subject 15: Look, the constitution normally determines that or provides the guidelines. So when you write your constitution, that's when you can do it. You need nominations, you need a seconder, you need nomination form on which you put the seconder, the person's name, the person's signature. If you have more than twelve nominees, you need to have an election and you need a voting officer, election officer. If you don't have more than twelve it's fine, you can just accept if you can have a seconder. And that's pretty much it, whether you need twelve or fifteen, that's determined by a constitution.

As portrayed in the quotes below, the participants recommended that ECD centre governing bodies should meet at least quarterly, if not once a month. This finding is identical to the suggested number of meetings reflected in literature (DSD, 2011: 14). The participants also inferred that there is a possibility to meet more regularly in the event of an emergency at the centre.

Subject 7: Quarterly, ja. We meet in January, then we meet in the school holidays. Then we meet in September holidays, then we meet in December after graduation.

Subject 9: Quarterly. Unless we have emergency.

According to the respondents, and as illustrated in the following quotes, the core positions of governing bodies appeared to be a Chairperson, Deputy Chairperson, Treasurer, Secretary and additional members. These positions are also specified in the literature (DSD & EPRI, 2014: 41).

Subject 3: We have a Chairperson and we have the whole Governing Body: Chairperson, Advisor, Secretary, Treasurer. We have about 9 members. That's like in the advisor capacity, but they're all parents, ja and myself.

Subject 7: Six. So, I've got a chairperson, I've got a secretary, I've got a treasurer and I've got three additional members of which one of them is the teacher.

The participants revealed that retaining governing body members and getting governing body members actively involved in the ECD centre is a challenge due to the position being voluntary. The findings suggest that the governing body positions be incentivised, preferably through a stipend, or a discount on fees for their children if they are attending the ECD centre, or even a token of appreciation at the end of the year. This is new finding which has the potential to bolster the effectiveness of the management team of a centre, thus fostering the ability of a centre to provide quality services. The following quotes portray this challenge and the recommendations to tackle the challenge according to the participants.

Subject 15: The one problem with management committees - all over, be it at a school or ECD - is that everything is pro bono. And when people do pro bono work, the rat race overtakes their schedules and they can't get to them... If I had my way, I'd put it in the constitution, any effective member of the management committee should start off with 5% discount on the fees.

Subject 7: Remember they're only helping, they are not getting any stipend or anything. They've got to be people who are liking what they are doing. I just feel that sometimes they need... but at the end of the year I always give them like, a token of appreciation.

The participants felt that governing bodies play a crucial role in ensuring that ECD centres are effective. One critical role that governing bodies should play is providing general governance and oversight of the centre's operation, and ensuring accountability of the principal through the presence of a body with whom the principal is required to account. This role is supported by the literature which states that governing bodies should play a regulatory role in the management of the centre (DSD, 2011: 15); however, the idea of accountability is a new finding which is not explored in the literature. The quotes below from the participants articulate this role that governing bodies should play.

Subject 15: It's supposed to be run by a management committee that oversees everything in terms of governance and the director basically runs the operational side.

Subject 7: They are more than important. You have to have them. Because imagine the principal running the show on their own, it would be chaotic. There must be somebody who you account to. I mean you are the principal, but you can't run the whole show, there's got to be somebody who you account to as well. Because, are you going to pat yourself and think that you are doing well? Meanwhile you're not. And there's got to be somebody who tells you.. you need a.. this is the area where you need improvement.

The participants indicated that governing bodies should guide, advise and assist ECD centres through challenging situations, together with the principals. This relieves principals from feeling the full pressure for ensuring the effective running of the centre; thereby providing principals with the capacity to supervise in a more effective manner. The following quotes reveal this finding, which is not reflected in literature.

Subject 1: Governing bodies, I think they assist us with the smooth running of the centre. They also make our jobs a little bit easier because if there is a problem, we can refer it to the governing body. I would also say that it eliminates the stress on the principal especially when it comes to disciplinary hearings, especially when it comes to parents overstepping the boundaries, the governing body can step in, they can take over they can assist you, they can offer guidance.

Subject 10: Because you [the principal] cannot run this programme alone, you know. Yes you have to have people like the governing body to help you, to advise you on other things.

It is indicated in the literature that governing bodies should assist in the financial management of the centre which promotes its sustainability (DSD, 2011: 15); however, unlike the literature, the findings further suggest that the governing bodies should play a role in actively fundraising for the ECD centre. As reflected in the following quotes, the participants recommended that governing bodies write proposals for donors and make contact

with businesses which have the capacity to donate funds or resources as this will assist the centres significantly.

Subject 2: The governing body's very important in our centre because they are like our Board and they have to know everything that is happening in the centre. So it for the principal, that you're standing in like the CEO to liaise with the Board of the happenings and also for your funding, they are also working with your funding and your financial statements. Because at the end of the day they are the committee, the governing body, that also working with the financial part of the centre.

Subject 5: Sometimes, you will find out there are people from your governing body who are good in fundraising. When you are selecting your governing body, you will find that there is a person that is good in fundraising. That will help in your centre... to improve your standard.

Subject 14: Also funding, or maybe getting sponsorships, they can help to draw up the letters.

Another role that the participants felt governing bodies should play to ensure effective ECD centres is assistance with planning, decision-making and general administration. The participants felt that governing bodies should assist with administrative duties such as hiring staff, budgeting and drawing up of policies. The participants also indicated that governing bodies should guide the centre through strategic planning for the short- and long-term vision of the centre. The following quotes clarify this finding and are supported in the literature which states that governing bodies should assist centres with strategic planning and regulation (DSD, 2011: 15).

Subject 2: They sit with the staff in decision making. Say for instance there's an employment open and then the principal will talk to the governing body and then they will also sit in for the interview.

Subject 11: Supporting whatever we feel to do, they assist us. If we're just planning, if they are planning, our budgeting, even in the challenges that we're facing in this community.

Subject 14: The governing body or the committee, you know, they can help with the extra bits. The policies, things like that, that needs to be drawn up. They can definitely assist with those types of things.

The participants also inferred that governing bodies should monitor and evaluate the quality of the ECD centre services on an ongoing basis. The participants stated that this could take the form of a visit to the ECD centre by a governing body member during the centre's operating hours. During the visit, the member should assess the centres books, the general operation at the centre and where there is room for improvement. As indicated in the literature, the governing body members should gauge how money is being spent, what equipment has been or needs to be bought and whether or not the facilities need upgrading

(DSD, 2011: 15). Close monitoring and collective decision-making promotes transparency and strategic planning (DSD, 2011: 15). Therefore, the following quotes are in accordance with the available literature.

Subject 2: Sometimes the governing body, if someone in the governing body is off [work] that day, she [a governing body member] come to the school for the whole day and look what is going on in the school. And also check the books is going alright for the school.

Subject 13: And then, they must also monitor and evaluate the school, the school evaluation plan. They need to do that...Yes, they must also visit and see if there's any need. They can also do an analysis to see our strength and our weaknesses, so that they can close the gap.

The findings from the participants relayed the value of governing bodies for the resolution of conflict; both internal conflict with the staff and external conflict with the parents or wider community. This role of governing bodies is a new finding which has not been explored in the literature. In order for a centre to run effectively, there cannot be conflict amongst the staff or the parents as this impacts on the atmosphere in the ECD centre which in turn, has a negative bearing on the quality of education and care that is provided. The following quotes reveal the role of governing bodies in dealing with conflict.

Subject 11: To resolve the conflict inside, it is very important to have the governing body, because there are some hard times that we have the conflict inside and the parents also, and even the community at large.

Subject 7: If there's a disciplinary [hearing] that has to be done for a staff member, it's their [the governing body] job to do that, I [principal] can't do it on my own. And also if there's going to be a termination of a contract for an employee, then.. it's actually their job.

Subject 13: They do play a role because if there is something which we misunderstood, I and my staff member, I call them so that they may come and resolve the matter in a good and respectful manner.

Theme Two: The components of an ECD centre building that contribute toward the effectiveness of an ECD centre

In analysing the data pertaining to this theme, two categories emerged as the components of an ECD centre building that contribute toward the effectiveness of an ECD centre.

Building

The respondents indicated that it is essential that ECD centre facilities are sufficiently fire proofed and have emergency evacuation plans in place including exit signs which direct

children in the event of a fire. This finding is reflected in the literature and is listed as one of the requirements for registration (DSD & EPRI, 2014: 6). The following quote illustrates the belief of the respondents that ECD centre facilities should be fire proof in order to ensure the children's safety.

Subject 5: [The building should] have a ceiling that has been fire proofed, so that it won't be easily burnt when there is fire, you know. And also it should have some signs as well, for the safety of the children. If there is fire then it will be easier for the entrance, the exits, you know.

The following quote from one respondent argues that ECD centres in informal structures should be able to register with DSD and should not be denied registration due to the structure, provided that it is safe, clean and secure. The argument is that while this physical environment may not be optimal, without full or conditional registration, these centres have no means to improve their structures.

Subject 7: What I'm saying is as long as the... even if it's a shack, you do get those that are fire resistant, whatever. They get SABS approved. To me, give those people those kind of chances, because I'm not saying that a centre... as long as there are kids there, then the centre must be registered. Of course we've got to check that for the kids safety as well. You've got to check if the fire is not going to damage the place, because in the day when the fire occurs, it doesn't only damage the building, but the kids are at stake.. So, it's a very difficult question, because to me, these kids grew up actually coming from shacks and the centre around them is also a shack. There's nothing wrong with that.

The respondents indicated that both the ECD centre building and the ECD centre learning programme should be inclusive and disability friendly which includes the provision of ramps for wheelchair bound children. According to the literature, this is a facet of ECD centres that is often neglected but is important for ensuring equitable access to quality services for all children (DSD & EPRI, 2014: 7).

Subject 5: We do take the inclusion of some disability, so we must have also in our buildings things that are also going to use for disabled children, ramps, things like that.

Subject 11: As much as we know that we are the centre that we are supposed to accommodate even the, maybe there are some children that are unable, we are preparing to do or to train the inclusive also.

According to the respondents, it is critical that ECD centre buildings are well built, are comfortable with enough space for the children, and the centre should be equipped with the necessary equipment and furniture such as tables, chairs, and carpeted areas in the

classrooms. These items provide an environment that is conducive for children's development – children cannot learn if they are sitting on a cold floor, for example. The building should comprise an office, store room, kitchen and a sick bay in addition to the classrooms. These building essentials are specified in the literature (DSD & EPRI, 2014: 150). The following quotes reveal some of the essential building components for an effective ECD centre.

Subject 10: It should have enough classes for the kids that you have. It should have a sick bay, it should have an office, it should have a kitchen, a store room.

Subject 14: I think it's very important that the children be placed in a centre that is well built. It doesn't have to be a big building, but I know you get those containers as well, but you know, something that is comfortable for the learners, we can't expect the children to be standing during a morning ring, because the floor is cold, there's nothing to sit on, so things like that are very, very important.

For an ECD centre to offer quality, holistic services, adequate toilet facilities are critical as hygiene is a core component for positive development in children. The participants specified the ideal ratio of toilets to children in an ECD centre which is based on the regulations stipulated by DSD. The literature states that for an effective centre, there should be a ratio of one toilet to every twenty children between the ages of three to six years old (DSD, 2011: 24). For children younger than three, each child should have their own potty which is sterilised after use (DSD, 2011: 24). A ratio of more children to toilets jeopardises the health of children at the ECD centre which challenges the realisation of children's holistic development. The following quote reveals the toilet to children ratio for children older than three years, as specified by the participants.

Subject 5: The ratio I think for one toilet is 20 children per toilet.

With regards to the kitchen, the overall finding from the participants is that the kitchen in an effective ECD centre needs to be adequately equipped with the essentials and the kitchen should be clean and hygienic. According to the respondents, the kitchen should be equipped with a fridge, storage facilities, running water, fire extinguisher and fire blanket, sufficient kitchen utensils and cutlery for the children, a sink, and microwave and/or oven. The kitchen should also have sufficient ventilation. The literature does not state the components that should be in place in an ECD centre kitchen, however, the literature does state that food

should be refrigerated and stored in sealed containers (DSD, 2011: 24). The findings revealed that in a kitchen in an effective ECD centre, there should be a separate storage space for the cleaning products and there should be a washing up procedure in place which ensures the dishes are clean and hygienic. The kitchen should be kept clean at all times. This is supported by literature should emphasises the need for running water, cleaning products and cleaning regimes in kitchens (DSD, 2011: 24). The following quotes reflect how the kitchen should be equipped and hygienic.

Subject 10: In a good kitchen there should be enough ventilation, a fire extinguisher, the blanket also, enough cupboards, stove, fridge, cupboards.

Subject 7: There should be a stove, there should be a fridge, there should be cupboards to keep groceries. There should be an extra freezer to keep stuff. And if the kids are hungry, it is better to have a hundred dishes and a hundred spoons. The kids must not wait for the other class to get finished, for them to be able to eat. In other words there should be all the stuff, like all the utensils, or other equipment to run a proper kitchen.

Subject 13: The kitchen, it must also be clean. You can't cook in a dirty place.

The literature states that the kitchen should be in a separate room from the children in order to prevent injury and contamination of the food (DSD & EPRI, 2014: 217). In order to ensure the safety of children in an ECD centre, the participants stated that children should be prohibited from entering the kitchen. This is a new finding and the following quote reflects the value of restricting children's access to the kitchen.

Subject 5: They can't. They are not allowed to go to the children.. I mean to the kitchen because there are dangerous like electric kettle, stoves there, because they mustn't go there.

Importance of Outdoor Play

As reflected in the quotes below, the participants asserted that outside play is crucial for children's holistic development as it fosters fine and gross motor development of children's muscles. This finding is supported by the literature and the literature adds that outdoor play is associated with improved team building skills and promotes healthy, active lifestyles for children (DSD & EPRI, 2014: 149).

Subject 1: Children can't just sit in the class all day, there must be muscle development. Outdoor play is part of the daily programme and that is where the small muscles, large muscles are all being developed.

Subject 8: So they need to develop their fine and gross motor skills, because they need holistic development.

If outdoor play is considered crucial for an effective ECD centre, then ECD centres should have an outside play area or, as suggested by the participants, have access to an outside play area in the form of a nearby park. The literature reinforces this stating that outdoor play areas should be 2m x 2m in size per child (Manyike, 2012: 595), and should boast a variety of outdoor play equipment such as a jungle gym, sand pit, scooters, hula hoops, skipping ropes and water play facilities (DSD & EPRI, 2014: 149). According to the respondents, the outside play area should be secured by way of a fence, it should be clean with no hazardous objects, and should be supervised. These findings are reflected in the following quotes.

Subject 5: Firstly it [outdoor play area] must be a big space. I cannot tell the ratio for children, but at least it must be a big space that is well secured. No dangerous material around them. There must be some jungle gym, some sand play, things like that, so that the children... the large muscle, physically... they can develop.

Subject 13: The outside [area], it must be secured, it must be clean, it must be supervised.

Subject 7: It's very important because those kids, they have to be developed physically. We don't have one [outside play area] here, our one is down the road, the municipality one that we use. As long as the centre has access, because we have.. because they've got jungle gyms there. The municipality has... swings, they've got everything. So what we do, we take our hula hoops, our skipping ropes, our balls with us and we go and add those as accessories.

One participant expressed that outdoor play is so valuable for children's development that ECD centres should teach parents how outdoor play facilitates children's physical development through fine and gross motor skills. The aim is that parents become aware of the need to provide physical development opportunities for their children outside of the ECD centre environment and feel equipped to provide this experience for their young children. The following quote illustrates this finding.

Subject 9: We suggested this year to have a day, exhibition day for the parent to see the work of their children. Also them to imitate that, we are going to teach them on that day, what we are doing in the school. And they are going to go there and slide, because we want them to show that it's very important to be outside, for the children.

In order to ensure the safety of the children at the ECD centre, the participants stated that there should be secure fencing around the facility with a security gate that is locked. One participant suggested that ECD centres should have double fencing around the property which is a metre apart so that children and outsiders are kept safely away from each other. Many ECD centres, especially those in impoverished communities, are located on the edge of a road and thus without a secure fence, children are at risk of being hit by traffic. The safety

of the children is paramount to an effective ECD centre. The quotes below from the respondents portray their conviction of the necessity of secure fencing around an ECD centre.

Subject 15: We have a double fence because our first fence is on the pavement, so we've got another meter apart from that, we have another fence. So a double-fence, kids don't have contact with outside people.

Subject 3: We've got electric fencing right around. The children must be in a secure environment, the area, you know, with gates and fences and walls or whatever.

Subject 4: Yes, it is important because you must always have a fence so that the children can get their good security and the gate, you must always lock the gate. As you see, I'm next to the road and then the children can get accident there.

The participants emphasised the importance of specifying a fetching system with the parents whereby the designated people to fetch a child is specified on each child's form. The participants indicated that this system is often frustrating for adults fetching the children but ultimately, it is the safety of the children that is important to the ECD centre. A fetching system is a sign of an effective ECD centre. The following quotes from the participants explore the importance and details of an adequate fetching system.

Subject 3: We don't give children to anyone except that person's name [that] is on the child's form; and if the mother wants anyone else to fetch the child, she must phone us and give the person's name. So when they come here to say I'm fetching that child, then I will say, what's your name?

Subject 7: On our form we stipulate who is responsible for fetching the child.

Theme Three: The elements of a quality ECD learning programme

Seven categories pertaining to the elements of a quality ECD learning programme emerged through analysis of the findings.

Ratio of Teacher to Children

The majority of the participants indicated that the ratio of teachers to children as set by DSD is an adequate ratio for an effective ECD centre. Some participants however, indicated that a slightly lower ratio of children to teacher is preferable, as can be seen in the quotes below. According to DSD (2011: 26), the ratio of staff-to-child differs according to the age categories within a centre: children 0-18 months, 1:6; children 18 months – 3 years, 1:12; children 3-4 years, 1:20; and children 5-6 years, 1:30.

Subject 3: The ratio now is one to twenty [age 3-4 years]. But for the little ones, I feel that they can't have one to twenty, for the younger children it must be at least six babies [0-18 months] to one teacher.

Subject 13: The 0 to 18, there must be six children to one teacher and then 2 to 3, there must be twelve children per teacher and then 3 to 4, there must be twenty children per one teacher. And then 5 to 6, there must be thirty children per one teacher. That is a good ratio so that you can be able to know the children, to recognise if the children are overcrowded, you won't recognise if there's a disability to that child...

Overcrowding

The participants expressed that the ratio of teachers to children is highly important as an overcrowded classroom where there are too many children for one teacher results in learning difficulties being overlooked and children not receiving adequate attention that is required for their holistic development. Overcrowding poses a risk for the provision of quality ECD services at an ECD centre. The literature does not explicitly state the motivation for the specification of teacher to children ratios but the reasoning is implied; too many children for one teacher reduces the quality of the learning programme for the children (DSD, 2011: 26). The following quotes assert the risk of overcrowding.

Subject 5: It is a good ratio because sometimes when the children are overcrowded it's not easy for you to do the assessment. To see the children that are left behind. The children that are.. the slow learners, you know, children with barriers... it's not easy for you to check on that.

Subject 13: That is a good ratio so that you can be able to know the children, to recognise if the children are overcrowded, you won't recognise if there's a disability to that child.

Daily Programme

The daily programme is a required document for registration with DSD (DSD, 2011: 8). The participants revealed the nature of their daily programmes at their ECD centres and the following quotes reflect this. According to the participants, as reflected in the quote below, a quality ECD centre should provide a structured programme for children which guides the activities for the day.

Subject 10: They come in the morning, they meet together in one classroom there and then, that is from 7 to 8, then that lady is busy with the porridge there. And then 8 o'clock they pray for the foods, do the prayer and then they march to their classes. And then they sit in there and they have their breakfast. While they're sitting there, the teachers allow them to go to the loo. Then after breakfast, the lady takes all the dishes and then, ja wash the dishes and they start their morning ring. You see, yes, they do morning ring, their creative art and then after that they have their snack, after snack they go to play outside, you know. And then when they come back, they do their movement ring and music ring, after that they do their... they have their story time and then after story time it's lunch. Then there is toilet written in between, yes. So they have their lunch, after lunch they sleep.

Importance of Structure and Routine

The participants expressed that the value of the daily programme is the structure and routine that it provides for both young children and teachers. The literature states that the daily programme should outline times for certain activities such as toilet time, sleep time and meal times (Manyike, 2012: 599), but the literature does not specify the value of structure for children. Therefore, this is a new finding which is not covered in the literature. The participants emphasised the benefit of structure and routine for children as it makes children feel safe in knowing what to expect throughout the day. It also prevents chaos in the classroom, serves to develop organisation skills in children, and ensures children are disciplined. The participants specified that ultimately, children are able to get the most out of programmes which are structured and provide routine, as reflected in the following quotes.

Subject 8: Following their plan, they start to get used to a routine. So it does benefit, it really does benefit, and it's very important for us to follow it, for the child to stay in routine. Because sometimes if you break it, like in, tomorrow you do something completely different, you can get something different out of the child that you didn't expect of him to do.

Subject 3: If there's no structure in a child's life, ooh, it's very difficult to discipline them. Because a child must... they must grow up with structure and routine. They must know, this is this time, this is bath time, that is snack time, that is... they must know that. And once they know that, you can see they become very organised kids. They feel very safe because of that structure.

Following a Curriculum: National Early Learning Development Standards (NELDS) and Curriculum and Assessment Policy Statements (CAPS)

The respondents identified that following a curriculum is critical for an effective ECD centre and is a requirement for registration with DSD. The curriculums that the ECD centres in the research study are following is NELDS for the pre-Grade R learners and CAPS for the Grade R learners. According to the respondents, the curriculums provide structure to the learning programme, ensure that the programme is based on learning outcomes and assessments of the children in a controlled manner. This finding is supported by the literature (Meier, Lemmer & Niron, 2015: 8). The quotes below express the value of following these two curriculums for effective ECD centres.

Subject 1: With the NELDS programme, they work on desired results and learning standards. So for every activity, there is an assessment which is the Desired Result you have to identify and then the learning standard you need to identify. So in the programme, you don't assess all the children at the same time, you elect one focus group for the day, maybe comprising of six children and then you will assess those children right throughout the day. And tomorrow it will be six others and so on and so on. And by the end of the week, for that theme, you've

gone through all the children. And obviously there are daily observations, things that you've noticed, things that you've seen should be recorded.

Subject 3: The learning programme is the... you've got to plan before you can even implement that learning programme. So the CAPS programme and the NELDS, are the two programmes that we're working with.

Indoor Play Equipment

The respondents inferred that indoor play equipment is vital for the success of ECD centres as it facilitates learning in children and according to the literature, is associated with increased cognitive performance (EFA Global Monitoring Report, 2007: 158). The equipment serves as tangible tools for children to learn concepts, stimulate their imagination, develop fine motor skills, cultivate problem solving skills, and advance children's early reading and mathematics skills (DSD & EPRI, 2014: 149). The literature states that centres should possess a range of indoor play equipment including art and craft materials; manipulative and construction sets; puzzles, books and educational posters; and fantasy play equipment (DSD & EPRI, 2014: 149). The following quote reveals the value of indoor play equipment in ECD centres.

Subject 8: If the children see the stuff that you're talking about, it makes learning so much easier for them. As you say, they learn through play, their learning resources is their toys.

Life Skills

Life skills should be role modelled by the teachers rather than only teaching young children life skills, according to the participants. The literature states that teachers who foster relationships with the children reap greater results in terms of the level of performance of the children (EFA Global Monitoring Report, 2007: 158). The quote below reveals how role modelling behaviour is valuable for teaching life skills.

Subject 3: So role modelling, it's very important when it comes to the teaching and life skills also. Life skills very important, that children know what to do. There's a lot of things you can teach a child, just by setting the example, being their role model, they do what you do.

Literacy and Numeracy

The participants expressed that literacy and numeracy are essential components of a quality learning programme and should be prioritised. To facilitate the development of numeracy skills, the participants indicated that the use of blocks and bottle tops are useful and baking is a fun way to teach children early mathematics skills. To facilitate the development of literacy

skills, the participants revealed that rhymes, naming of items in classrooms and colours of toys, reading and storytelling, role play, and creative play are all valuable means. The literature states that literacy and numeracy skills form the basis for social and educational development of children (Atmore, 2013: 160). Contrastingly, the literature also states that the use of free play rather than formal literacy and numeracy based lessons is associated with better language scores in children (EFA Global Monitoring Report, 2007: 158). The following quotes demonstrate the value the participants place on literacy and numeracy and how these skills can be realised in children.

Subject 6: [For teaching literacy and numeracy] They will use sticks, or you use stones, small stones to count, or different colours. The colours, you know, this one's a black, a red, yellow. They know the colours when you put it. When you put red, they know this one's red.

Subject 4: [For literacy] The teachers read the story and then ask the questions to the children, so that they see the children, they get that information from the story.

One participant indicated that quality ECD centres should teach parents how to stimulate literacy and numeracy skills in their children and specifically, how everyday objects and surroundings stimulate children's learning. The assumption is that if parents are made aware of this, children will be exposed to increased learning opportunities. The following quote clarifies this suggestion.

Subject 8: Sometimes when your child is very busy, especially the ADD children, they [parents] don't want to go to the shop with their child, which is so unfair. They don't get used to reading, they get resources outside, like reading shops, like the child will know that is Game. So literacy and numeracy is very important. Sometimes as parents we don't understand what we do to the child, that broaden their knowledge about what this is, identifying stuff.

Room Arrangement

Pre-Grade R

The participants revealed that there are specific areas which need to be in an ECD centre pre-Grade R classroom. These areas include a book corner, block corner, arts and crafts corner, fantasy play area, nature table and educational area where should be puzzles, peg boards and other educational equipment. The areas specified by the participants is iterated in the literature (Manyike, 2012: 599). According to the participants and the available literature (Mpofu & Shumba, 2012: 330), the arrangement of the classroom affects the learning of the children whereby an environment which is stimulating, organised and resourced facilitates

positive development and learning. The quotes below reveal the details associated with the arrangement of an ECD centre classroom with the specific areas.

Subject 1: You should have structure, you should have a book corner, you should have a block corner for construction which is your wooden blocks, your legos, cars, you know, that type of thing. In your book corner are your books. Your educational area, you'll find your puzzles, your peg boards all of those things. And creative art will be all your materials - kokis, pens, crayons, cutting, pasting and all of that will happen.

Subject 5: There must be some areas, like a fantasy area where they learn their communication skills there. Lots of language there, vocabulary there, and then there is also the block area where they learn how to build. It is life skill as well there. Yes, because they are building the bridges, building tunnels there. Mathematics as well there, thinking skills, the reasoning skills, you know, solving properly when there is a puzzle and he or she can think, where must I put this thing and then she thinks and then she solve the problem. And also, there is a life skill area as well, where they are tooth cleaning.

Grade R

The Grade R classroom should also be arranged in a specific manner so as to include certain areas. The participants indicated that the areas that should be represented in a Grade R classroom are a mathematics area, a language area, a construction area, a fantasy area and a life skills area. According to the participants, the representation of these areas facilitates the learning of children and provides the foundation for formal schooling. The following quote specifies the areas that should be incorporated into a Grade R classroom in an effected ECD centre.

Subject 14: In the Grade R classroom we have a math area, a language area, a construction area and the life-skill area. The construction and the math, basically that falls into one and then we also have a little fantasy, which is under the life-skill area. But it's very important that it is set up also that way. The learners know exactly where everything is, it's amazing. If your areas are well structured and well set up, the learners are very happy.

One participant suggested that when considering room arrangement, the areas should be carefully considered and placed according to the noise levels that are associated with each area; the noise levels should be separated and quieter areas such as the reading area should be placed away from noisy areas such as the fantasy play area. The quote below makes this suggestion.

Subject 7: Like your noisy areas and your quiet areas. Like your block corner must be next to your fantasy, because there's a lot of noise coming from those. And your educational corner must be next to your book area because those are quiet areas. And your creative area must be next to the door because there is a lot of paintings and stuff so they must be able to get out easily and wash their hands. That's the way you should arrange them.

Meal Menu in Kitchen

As a requirement from DSD, ECD centres are required to display a daily menu in the kitchen (DSD, 2011: 8). The menu should comprise a balance of carbohydrates, proteins and vegetables (DSD & EPRI, 2014: 188). The participants pointed out that the daily menu should be designed and displayed for various reasons such as ensuring the meals for the week are nutritional and balanced and that if the cook is absent, a staff member can substitute his or her role because the menu for the day is clearly stated and the groceries for the meal are purchased. The quotes below illustrate the benefit of a daily menu in the kitchen.

Subject 7: And you know [in the] kitchen there should be a weekly menu that's been displayed there so that even if the cook is sick, the person substituting her should know that, okay today we're cooking this, without getting the principal involved.

Subject 11: So in the menu we need to balance the menu the children must eat this Monday, Tuesday of different and also a breakfast, lunch and afternoon snack. We must know that it's exactly as written on the menu.

Nutrition and Trained Cook

The participants also reported that the cook should have sufficient training in order for the meals to have nutritional value. Nutrition is considered invaluable for the positive development of children and the realisation of their full potential (Duggan, Watkins & Walker 2008; Victora et al., 2008; as cited in Atmore, 2013: 156). One participant specified that fruit should be freely available to children during the day. Through nutritious meals provided at an ECD centre, children who are malnourished due to home circumstances are provided with food that builds a healthy mind and body. The quotes below reveal the value of training for the cook and the value of nutrition for young children.

Subject 11: We must assure that the cook must have a little bit of training in order to know that she must provide the good healthy food.

Subject 15: I don't think you're worthy of running a centre if you don't know how important nutrition is, so fresh fruit and that. And so what we have is, that each classroom has a fruit bowl that has to have fruit all the time.

Subject 9: Very nutritious, yes. Because some of the children doesn't have the food at home, so for you to provide them with nutritious food, a healthy mind is in a healthy body. Because we develop them holistically.

Theme Four: The role of teachers in creating quality ECD centres

The findings regarding the ‘role of teachers in creating quality ECD centres’ are organised into four categories: teacher qualifications, continuous professional development, and importance of planning for teachers.

Teacher Qualifications

The participants asserted that ECD teachers must be trained to provide quality learning programmes for young children; which is tantamount to the success of an ECD centre. The notion that teachers must be qualified is reinforced in the literature which states that training is essential for ensuring teachers possess the skills to facilitate the holistic development of children in an ECD centre (Atmore, 2013: 157; EFA Global Monitoring Report, 2007: 158; Govindasamy, 2010: 2). As one participant mentioned, ‘an untrained teacher is a form of abuse’ as children enrol in a centre to be provided with quality care and education, and denying a child this is a significant disservice (as is stated in the literature) (Meier, Lemmer & Niron, 2015: 8). The following quotes articulate the importance of teacher qualifications for an effective ECD centre.

Subject 4: It is very important for teachers to be trained because at the end of the day she will not develop the children if she doesn’t understand the developments of the children.

Subject 3: First of all, an untrained teacher is a form of abuse, to put an untrained teacher into a class of children, because it's never going to work. If that person had 100 children at home, it's not the same. You come into an ECD centre, you work with other people's children, it's not the same as working with your own children at home. It's very important that they are trained.

Continuous Professional Development

As stated by the participants, ECD teachers should be qualified and should attend ongoing training opportunities and workshops that facilitate their continued professional development. The literature supports this and also states that continuous professional development ensures teachers are kept up to date with developments in the ECD field (DSD & EPRI, 2014: 99). The quote below from one participant emphasises the value of continuous professional development.

Subject 14: Whatever training comes along, we go to that training. So I think it’s important that the teachers get stimulated and that they get trained, so that the learners... are on par with what is out there, currently.

Importance of Planning for Teachers

A key role of teachers is to plan the agenda for the year, and plan week-by-week to ensure that the learning programme is structured, the resources required for the activities are available and that there is a flow in terms of the learning for the children. Teachers need to plan when events will take place so as to inform parents when to budget for special activities, such as outings or fundraising initiatives. The literature explores the value of planning for principals to be done in conjunction with teachers, but not specifically the value of planning for teachers (DSD, 2011: 13). The following quotes suggest the importance of planning for teachers.

Subject 1: You know, once the planning is there, like we planned last week already for this week. So once they know the planning is there, they can come in on a Monday morning, just set up a theme table according to the theme, and go on. I don't have to stand there and watch them because they know what to do, because they've been trained and they're qualified.

Subject 11: We plan for the year. I will plan for the year in November - sit down and do that planning and we'll take that planning to the parents before the closing of the year.

Theme Five: The management and administration of ECD centres

Six categories emerged as important for the management and administration of effective ECD centres. The categories cover the role of principals, the value of networking, the importance of keeping children's records, ECD policies, the value of parental involvement, the benefit of ECD forums and forming relationships with stakeholders.

Role of Principals: Ensuring Smooth Running of Centre

Principals play an important role in the management and administration of an effective ECD centre. According to the participants, one important role that a principal should perform is ensuring the smooth running of the centre through monitoring the general operation at the centre, monitoring the performance of the teachers, and monitoring the activities and outputs of the children. This finding is specified in the literature which states that the principal should take responsibility for ensuring the aim of the ECD centre is being realised; that children are provided with quality ECD services (DSD, 2011: 13). The following quote specifies this role of principals.

Subject 14: I think for a principal, her role, is to just basically, to make sure that the school is running smoothly, the staff are doing what they need to be, and the children are doing what they need to do.

Subject 7: So at the end of the day, after a week when you sit on Friday, I want a file from

each and every one of my teachers. I need to know what's going on in my centre. And you've got to tell me what thing you're doing next week, so that I can organise resources for you, if we don't have. So every Friday, files on my table. Then I sit, before I go to bed, with them and write summary marks, take a piece of paper, write, 'please I am not happy about the way you assess. Make sure that it's done, if you are having problems, come to me.' Monday morning comes, she takes it. That's how I do my...that's how, because these are kids we're playing with. Gone are the days where they sit, play, sleep, eat, go home.

One principal stressed the value of networking through being proactive about attending workshops and networking with not only people who can provide your centre with money, but also networking with people in the same line of work. The benefits of networking are not only measured in money but also in knowledge, connections and support. The following quote reveals the importance of networking for effective ECD centres.

Subject 7: Networking is very important. I always say when I'm at the internet, I always Google 'ECD conference' or ECD whatever to see is there anything that I'm missing in Cape Town. So I *sommer* just invite myself. You need to be on your toes. Networking, it doesn't only apply to people who are going to give you money, it applies to networking with your peers, with the people that you're doing a similar thing with. Not necessarily from a forum, but in a form of.. let's go and find out what's happening around us, you know, that kind of thing. Networking to get some ideas and be current with the issues that are happening.

Keeping Children's Records

According to the participants, there are a number of children's records that should be kept in an effective ECD centre. The participants specified these records as crucial: allergy sheets, fetching list (determining who may fetch each child), emergency contact numbers of children's caregivers, clinic cards, children's application forms, birth certificates, parents Identification Documents, children's reports and observation books, attendance registers, a record of history of abuse or relevant family issues. One participant suggested that these records be kept in individual folders for each child and colour coded. The participants indicated that keeping records enables ECD centres to provide appropriate care and education to children that is tailored to their individual needs; thus ensuring quality services are rendered. The literature specifies that records of the medical history of each child and accident and injury files should also be kept at ECD centres in addition to the abovementioned records (DSD & EPRI, 2014: 56-174). The quotes below identify the children's records that ECD centres should keep.

Subject 15: So it's allergy, that's also in the kitchen, besides the whole list of the whole school is up in the kitchen on a white board... Who may fetch them and those consent letters, collection at the end of the day. The emergency numbers and also where they come from, their clinic card. If any divorce issues, some relevant details be kept. And if any other issues,

that must also be kept and also the termly reports are kept.

Subject 1: I've got a system, mine is colour coded, so my children's – I can show you – like in their report folio would be their Application Form, their Birth Certificate, their... doctor's slips that they brought in, parents ID's, Clinic Cards, all of those things would be in there.

Subject 2: We have children's records. It is to see the progress of the child, to see the development of the child. Because like your child is coming every day to this centre. At the end of the month, or quarter, whatever the parent needs to know, how their child progress. And also for the teacher to observe that child. Where that child needs more... focus. or even the teacher can pick up if that child is a special need.

The participants specified three reasons why keeping children's records is important. Firstly, keeping the medical record of each child as well as a record of the children's background enables centres to provide appropriate care. Secondly, keeping records like the attendance register enables ECD centres to detect patterns such as absenteeism and injury or abuse. Thirdly, immunisation records are important to ensure children are immunised. These are new findings which are not specified in the literature. The following quotes clarify the reasons for keeping children's records.

Subject 8: You need to have the records for health reasons also, in order to make your centre efficient, you need to know the health of the one child in order to treat them the proper way. To educate them the proper way, you need to know the background of the child living environment.

Subject 14: I've been tracking now that this specific learner was off every Monday, so I could then go to the parent and say that I've noticed there's a little bit of a pattern here... If you weren't keeping a register you'd just never know if a child wasn't here or whatever, so it is very important that you have all of those things.

Subject 10: It's a record to see if the child has taken all his or her immunisations. Because sometimes the nurses will come. Like they were here last month and then... they noticed that there were some kids who didn't get their immunisations and they had to give them, and gave them the dates to go for their following immunisations.

ECD Centre Policies

The participants stated that developing certain policies is a requirement for registration with DSD. The following policies were highlighted as important: Admission policy, Health and Safety policy, Fees policy, Accident policy, Medical policy, Human Relations policy, Finance policy, HIV/AIDS policy, Transport policy, Administration policy, Human Resources policy, Disability policy, Disciplinary and Grievances policy, and Medication policy. These policies were also highlighted in the literature as important (DSD & EPRI, 2014: 57).

Subject 1: There's a variety of policies that you need to have in place for DSD. You cannot have registration without those policies. The main one would be your Health Policy and your Finance Policy and your Admission Policies. And also you should have policies in place for your teachers.

Subject 7: Policies... you've got to have something.. take for instance if you have to admit children. What is your admission policy? You can't just admit kids without having a policy on admission. You've got to have your finance policy in place. Then your Human Resources, you have to have your policies around HR so that you control your staff. No one can just walk in at any time when they feel like going, if they cannot just stay at home when they feel like. They've got to know what the procedure is around Human Resources, around the way they conduct themselves.

Policies are essential for an effective centre as they provide the centre with protection and guidance when certain situations or crises arise. According to the respondents, policies provide a plan of action that can be referred to for guidance. Policies provide protection against disgruntled parents, and protection against the law when a child is injured, for example. In the case of detection of abuse of children, there should be procedure in place for the staff to systematically deal with the crisis. Without policies, ECD centres act in an unstructured manner in response to situations which causes challenges, conflict and even trouble with the law. These findings are in line with the literature and are articulated in the quotes below.

Subject 1: I think policies are important because it's a guideline. If you have a policy then you know you're protected. Rather have it in place than wait for something to happen and then say, what should we do or what should we have done? But if the policy's there, it's a guideline, it tells you exactly what should be done in case this happens.

Subject 3: Should anything happen, then we can go to our policy and say, but this is policy, this is why this was done or this is why that wasn't done, because of our policy. It's important that we have policies in place. The centre can get into serious trouble without the policy, and the correct policy.

Parent Involvement

Parent involvement is considered by the participants as paramount to the success of an ECD centre. The saying ‘three legged pot’ - referring to the equal importance of parents alongside the teachers and children in the centre - emerged numerous through the responses. The saying also infers that parents should be involved in the development of their children by stimulating their child at home. The value of parent involvement was viewed by the participants as improving the performance of the children. This is supported by literature which states that parent involvement increases the success of the centre as a whole and fosters increased development of children and improved language scores (EFA Global Monitoring Report, 2007: 158). The participants expressed that parents should be involved in fundraising for the centre, volunteering for outings, and assistance with decision making and providing advice. The participants emphasised that the involvement of parents can only be realised if parents are made aware of the importance of ECD, what it entails and the value of ECD centres. The following quotes convey this finding.

Subject 9: You cannot run a school without a parent involved. Because in order for them to understand what's happening, let them involve so that they will know exactly what is an ECD centre.. and the importance of bringing the children to an Educare. Because sometimes they think that is just to dump. In these days they fully understand it because we are engaging them that it's not just a dumping place. We are learning and we also encourage them to assist them at home. Let your child involve in the kitchen, because Mathematics is there.

Subject 13: The parents must be involved because they are part of our organisation. They give us children, so they must be part of the school. In our culture, we say the school, it stands with three legs: it's parents, it's a child, it's a teacher. Three legged pot. The parents are very important for decision making, for the ideas, opinions. To advise us if there is any need. To volunteer if there's a problem.

The participants emphasised the importance of communication with parents through regular notes from the teachers in children's message books as well as parent meetings. Communication builds a working relationship between the ECD centres and the parent body which enables centres to offer an effective programme. Communication with parents through parent meetings and provision of reports is stipulated in the literature (DSD & EPRI, 2014: 5; HSRC, 2009: 10). The following quotes reveal the nature and value of parent communication according to the respondents.

Subject 15: They have a message book where they [the teachers] would write something in for the parent, not on a daily basis but in one week they should have covered all the kids.

Subject 14: We have a communication book in the learner's bag, so any communication goes in there and the parents are welcome to write in. What I also do is, once a week I send out a parent involvement sheet, this is now specific to the Grade Rs. So it will contain the theme

that we're concentrating on for the next week, what letter we're doing for the week, what they need to bring.

Subject 2: Once a month we have a parent meeting.

The Value of ECD Forums

ECD forums emerged as a major resource for successful ECD centres. The value of ECD forums is not recorded in the literature and as such, this is a new finding. The key benefits of involvement in an ECD forum is the guidance and support it provides, the avenue for voicing concerns, the platform for conversing with government, and the ability to stay informed with ECD developments and relevant information. In terms of guidance and support, the participants revealed that the forums provide a space for sharing ideas and resources such as details of a donor who could provide funding; as depicted in the following quotes.

Subject 5: Because by joining an ECD forum, that means that you can gain ideas from the other ones. Because sometimes one of the centres have been funded, maybe to a certain company or then he can give you and assist you. And also we are helping each other. We can boost you up, to uplift your standard.

The participants also stated that forums provide a space where ECD centres can come together, discuss the mutual problems they are facing and develop solutions. As a collective the forum has the power to converse with government on matters that affect them. These two findings are reflected in the quote below.

Subject 7: That is a very strong body that should, if you speak in one voice you get ahead very quick. But if someone is talking in that little corner there saying, 'hi, I'm having a problem', nobody is going to hear but if we say, 'Oh, actually, you know what? We have a problem in Khayelitsha', then that voice will be heard. And the last thing about our stakeholders, they respect the forums. They respect our forums. And it's so amazing because when these forums started, we never thought that the government would pay attention to these little meetings that we have.

The quotes below illustrate how ECD forums ensure ECD centres stay informed of relevant ECD requirements, and available workshops and training opportunities.

Subject 3: If they're part of the ECD forum, they're on par with everything that's happening within the ECD field.

Subject 14: We all don't know everything, so going to the meetings, finding out what workshops there are, what training there are.

Overall, the findings demonstrate that the benefit of ECD forums is the potential they have to uplift the standard of ECD centres in communities through learning from each other and working as a group.

Relationship with Stakeholders

The benefits of building relationships with stakeholders is a new finding which is evident in the following quote. According to the respondents, key stakeholders with whom ECD centres should develop relationships are nearby clinics, nurses, NGOs working in the area who may have connections and/or resources to assist centres, and the various government departments which are involved in the ECD field.

Subject 7: With the clinic, if a child from this school gets sick, we don't stand in the queue, we take the kids right where the child has to be helped. We can't afford to be sitting around.. but you have to arrange for that. You can't just walk in and expect to just go and come back. So, whoever is around you, who you see that I might work with, my work has got a similar objective somewhere with this organisation. You go there! Make an appointment. Like, Learn To Earn an NGO around us. Learn To Earn, when I go there, I don't have internet, I don't pay for internet, I don't pay for some like, colour printing and stuff like that. I don't have a fax machine, I put their fax number as my fax, so look for those little opportunities.

Theme Six: The elements of funding and financial management that enhance the effectiveness of ECD centres

In terms of the elements of funding and financial management that enhance the effectiveness of ECD centres, two categories emerged as important namely, up-to-date financial records, and fundraising.

Up-to-date Financial Records

Accurate financial records are important for ensuring the sustainability of an ECD centre. This was expressed both in the literature and by the respondents (Department of Social Services and Poverty Alleviation, Department of Education & Department of Health, 2005: 11). The following financial records were considered important by the respondents for financial sustainability of ECD centres. The participants specified that ECD centres should: keep a fee register whereby every fee payment is recorded and colour coded according to method of payment (EFT or cash); provide parents with invoices and receipts as well as allow parents to deposit their cash fee payment directly into the safe; record all expenses in an expenditure book; keep all slips received; develop monthly financial statements which accounts for money that flows through the centre; and efficiently file the centres bank statements. Up-to-date financial records make the ECD centre accountable to the community (DSD & EPRI, 2014: 59). The culmination of these financial records ensures that planning

and budgeting can take place, curtails the misuse of funds and reduces over spending of ECD centres (DSD & EPRI, 2014: 55).

Subject 3: I keep all my original slips and I make copies of it because it fades. I go to the bank regularly to go and fetch a monthly statement. I have all my fees that's paid EFT. I have a fees book for the ones that's paid manually. And then also my EFT goes into the same book. Children that pay me, I write in red, children that pay by EFT is written in green.

Subject 4: I've got the expenditure book, where I write everything we did, and then I do keep the financial statement for each and every month. Because each and every cent we are spending, we have to account. And then you must know the income.

The participants identified that audited annual financial statements are a requirement for registration with DSD and that without them, ECD centres will not be provided with the subsidy. The participants also inferred that compiling annual financial statements is beneficial as it provides transparency of the centres books. The availability of audited financial statements also stands ECD centres in good stead for funding from private donors who require this document prior to release of funds. The benefit of compiling audited financial statements is not explored in the literature. The benefits put forward by the participants are portrayed in the quotes below.

Subject 10: We record every month and then we do the financial statement for our year. And then we send it to NPO. To show that we are transparent as can be, as I say, we are running our centre transparently.

Subject 11: To have that accurate financial report, it's very important, firstly for DSD because if you didn't submit, you won't get the funding for the following year. And also for the donors... also the Community Chest, DSD, Education and also other funders and donors.

Fundraising

The participants conveyed the value of fundraising for financial sustainability and explored the various means through which funds can be raised, even if located in poor communities. The participants stipulated that with an astute fundraising idea and with the application of a structured fundraising plan, fundraising can be effective. Fundraising ideas included raffles, bazaars and food stalls, markets, concerts and sports days. One participant stipulated that parents should be divided into groups and provided with a specific goal for which to raise funds. Through the responses it became clear that there is a misconception among some ECD centres that funding can only be retrieved from parents however, fundraising efforts should

take place in community and funding proposals should be sent to outside donors. The following quotes illustrate the value of fundraising and suggest fundraising activities.

Subject 1: You can have sub-committees [where] the parents do their own fundraising and whatever we decide the fundraiser is going to be for, chairs or whatever, so they know what they are fundraising for and then I think they put more effort into it knowing this is what we are going to do and this is what we are going to buy. So our parents are divided into groups and they raise funds. They have meetings. We have one fundraiser per term so group one will be Term 1 and group two will be Term 2 and so on.

Subject 7: We have like a bazaar on a Saturday. Or we have... the other day we have shops, like stalls where there will be Durbanites, Gautengalengs, Cape Town. Durbanites will sell hot stuff... we raised R40 000 on that Saturday. That was the biggest one, in March.

Additional Theme: What sets effective ECD centres apart from other centres?

The participants were each asked the question, ‘what makes your ECD centre effective and different from other centres?’ There were twelve qualities that were found to be critical to the effectiveness of their centres: financial sustainability and fundraising capability; ensuring a positive atmosphere in the centre whilst also providing a quality service; promoting continuous staff development and having qualified staff; promoting active involvement of parents; ensuring a quality learning programme is rendered; employing the values of honesty and respect in the centre; treating parents properly; having the desire to provide special care for children which makes parents comfortable leaving their children at the ECD centre; ensuring care amongst staff members; choosing a ‘role model’ ECD centre and working with them to improve the standard of own ECD centre; ensuring passion and love for children goes alongside the educational component of the programme; and having strong leadership from the principal is essential. Of these findings, ensuring financial sustainability (DSD & EPRI, 2014: 59), promoting continuous staff development (DSD & EPRI, 2014: 99), promoting involvement of parents (Govindasamy, 2010: 3), ensuring a quality learning programme is provided (HSRC, 2009: 10), and having strong leadership (HSRC, 2009: 10) are the only findings that are represented in the literature. The remainder are new findings that are unique to this research study. The following quotes reveal the aforementioned findings.

1. Financial sustainability and fundraising ability

Subject 12: If we want it to be good centre, you must be a person who can talk to the people, and a person who like to write the sponsor. And a person who like to ask the food, like Woolworths or Pick ‘n Pay for the kids.

2. *Atmosphere and quality service*

Subject 1: When parents come in, how you greet them, how you speak to them, things like that, and the service they get from you. So I think maybe the quality of service that you deliver speaks for itself, and maybe the... just the atmosphere that you create when people walk in.

3. *Training of teachers and continuous staff development*

Subject 11: Teachers must be trained, you must attend the training if there is a training. And also attend the workshops and also be current what's going on in the environment.

4. *Involvement of parents*

Subject 11: Work hand-in-hand with other stakeholders, including the parents.

5. *Quality learning programme*

Subject 14: I think that definitely we run a good quality programme. I mean besides the curriculum, I think our programme is quite fulfilling. We also do the computer class, and that's a *big plus*, you know.

6. *Honesty and respect*

Subject 3: To be a good quality centre, we must be honest. Yes, we must be honest to ourselves and then we must respect everybody, even the children. Good communication skills.

7. *Treatment of parents*

Subject 10: I think it's the way we treat our parents, you understand? How we communicate with the parents.

8. *Special care for children*

Subject 3: The children that attend our centre must be treated as if they are your own children. If anybody can accept that child as your own, then that will first of all be the best way to go. And then also to greet them with a physical touch. I believe that children who enter the centre, you cannot stand from here to there and say good morning to that child without touching. It makes them feel that they are respected and loved.

Subject 10: Because I think you would also like to keep your child in a place where you feel free when you are at work. That there won't be any problems, the child is kept safe. And ja, thye.. you left your child with people caring, you know, for your kids and all that stuff. Because it's not nice, it's not a nice feeling to feel at work, to go to work and to leave your child crying behind you and those people are just sitting there, they don't worry, just leave your child there.

9. *Care for teachers*

Subject 7: Your personal life can also effect. We've got things that are happening in our families, so have the teachers. So maybe when she's grumpy today, something has happened to her at home. She's also a human being like you. So what you need to do, you need to find out what's wrong. You should know them, you should know your teacher when she walks in by the gate, that today she is not herself. Go and find out. Sometimes you get a question, an answer that says, no I'm fine. But you know that the person is not fine. They know me, if I'm fine.

10. Role model ECD centre

Subject 7: My role model in ECD is a centre in Strand that is called Umxopiso Educare centre. That's my role model centre. And I know that I'm still on the infant stage, because I'm only 4 ½ years. But nothing is going to stop me from buying this house and buying the other one and have a centre. That's going to be like.. nothing is going to stop me from doing that. You know the sky is the limit.

11. Passion and love for children

Subject 8: For me it's not about the money. I love working with the kids. So I can't expect another person must be like me. But then I'm trying to educate my staff, if you really want to be here, we must work together, not against each other. So maybe I think that's one of the things that's made me different. I don't want to be like someone else's ECD. If my children, normally if their parents enrol children with me and it's like a crying baby and the parents is maybe very over-protective. I try to comfort them by telling them, don't worry, only give him a few days, this place is like a home for each and every child that's here.

Subject 9: I don't think it's magic, but I think it's a passion.

12. Leadership

Subject 9: The teachers will learn from you. And as a principal you must know what you are doing. Leadership also.

4.4 Summary

In concluding this chapter, the findings of the research were discussed with reference to quotations from the participants and literature provided in the literature review section. The next section highlights both the conclusions that can be drawn from these findings as well as the related recommendations.

Chapter Five: Conclusions and Recommendations

Introduction

This chapter firstly discusses the main conclusions according to the research questions and secondly, outlines recommendations for quality ECD centres.

5.1 Main Conclusions

Through analysis of the findings, the following conclusions can be drawn. This section will be discussed according to the six research questions; essentially each question will be answered according to the findings of this research study.

1. What type of governance is required at a quality ECD centre?

The categories that emerged within this research question regarding the type of governance required and the role of governing bodies of effective ECD centres are as follows.

The first group of categories pertains to governance of effective ECD centres. Registration with DSD is important as it ensures the norms and standards are upheld in the ECD centre, which infers that the ECD centre is conducive to quality service provision for young children. Conditional or full registration with DSD qualifies eligible ECD centres to receive a per capita subsidy, which for poor ECD centres is vital for sustainability of the centre and provision of quality ECD services. Registration with DSD and obtaining a NPO certificate is important as it allows ECD centres to access funding from private donors, most of whom require a NPO certificate to prove legitimacy of the centre. Another benefit of registration is the protection it provides for ECD centres through access to a DSD social worker and legal insurance due to their certified compliance with minimum regulations. Registration also requires ongoing accountability as the regulations entail submission of documents such as audited financial statements as well as enforce restrictions on how subsidy money is spent. Accountability with a governance structure – DSD – is important for an effective ECD centre. The learning programme of an ECD centre must be registered with DSD as this ensures that the programme is structured, theoretically-based and developmentally appropriate.

The second group of categories pertains to governing bodies and the role governing bodies play in an effective ECD centre. Firstly, it was found that the constitution should outline the procedure in which to set up and run a governing body. Governing bodies should be

appointed after a nomination process, and if the nominees exceed the number of positions, an election process should commence at the AGM. Secondly, governing bodies should have quarterly if not monthly meetings. Members should be appointed for the following positions: Chairperson, Deputy Chairperson, Treasurer, Secretary and additional members. A third finding suggested that an incentive be provided for governing body members in the form of a stipend, discount on fees or an appreciation gift at the end of the year. The findings concluded that there are six main roles that governing bodies should play in an effective ECD centre: governance and accountability of the principal (through monitoring the operations of the centre and activities of the principal); guidance and assistance for the principal (through assisting the principal with situations and sharing the management tasks); ensuring financial sustainability of the centre (through fundraising activities); planning, decision-making and administration (through assistance with strategic planning, budgeting, and administrative tasks); monitoring and evaluation (through assessing the centres operation and determining areas for improvement); and conflict resolution (through objectively dealing with staff disputes and offering guidance in resolving disputes with parents).

2. *What components of an ECD centre building contribute toward the effectiveness of an ECD centre?*

The following categories emerged within this research question which will be discussed below.

The findings inferred that the ECD centre building should be fire proof as far as possible with evacuation procedures in place and fire extinguishers and fire blankets present. As long as the building is safe, clean and secure, it was concluded that ECD centres can operate in an informal structure (which should not affect the centres registration status with DSD). The building should promote inclusion of children with disabilities through provision of equipment and inclusive infrastructure such as ramps. The building should be comfortable; equipped with the necessary furniture and equipment; and have adequate space including different rooms for classrooms for different ages and separate rooms for the kitchen, store room, office and sick bay for children. These components provide an environment which is conducive to learning for young children. It was concluded that the ratio of toilets to children should meet DSDs regulations, or surpass these regulations, which are one toilet for every twenty children between three to six years old and for children younger than three years each

child should have their own potty. This ratio ensures hygienic practices are adhered to and that the health of children is not jeopardised.

The findings pertaining to the kitchen facilities for an effective ECD centre stated that the kitchen should be equipped with the necessary kitchen essentials (fridge, sink, microwave, stove, kitchen utensils and cutlery), it should be hygienic (cleaning procedures should be in place and upheld), and it should be located in a room separate from the children and children should be prohibited access to the kitchen to prevent injury and contamination of food.

In order for an ECD centre to foster holistic development of children, outdoor play should be prioritised. Outdoor play is important as it enables fine and gross motor muscle development and allows children to learn team building skills whilst being developed physically. ECD centres should have access to outdoor play facilities (either on-site or at a nearby park) which have equipment such as jungle gyms, scooters, hula hoops and sand pits, and these facilities should be secure, clean and supervised. ECD centres should teach parents the importance of outdoor play for children's positive development and demonstrate how outdoor play can be facilitated.

Safety of children must be a priority and this can be ensured through secure fencing around the building with a lockable gate, and a fetching system should be developed whereby children may only be fetched by individuals specified on their registration form.

3. What are the elements of a quality ECD learning programme?

Within this research question, it emerged that there are eleven elements of a quality learning programme.

In terms of ratio of teachers to children, this was determined per age group - children 0-18 months, 1:6; children 18 months – 3 years, 1:12; children 3-4 years, 1:20; and children 5-6 years, 1:30 – and upholding these ratios were deemed vital for an effective ECD centre. Overcrowding of children per teacher prevents detection of learning difficulties in children and prevents children from receiving sufficient attention for the realisation of their full potential.

The findings revealed that there should be a daily programme in place in ECD centres which provides structure and routine for learners. Structure and routine is important for children to feel safe in the ECD centre environment as they learn the sequence of activities and know

what to expect. Structure also limits chaos in the classroom and provides a productive learning environment for children. Times for toilet use, sleep time and meal times as well as the educational activity times should be planned and the plan should be followed. The learning programme should be based on a curriculum. As determined by DSD, pre-Grade R learning programmes should be based on NELDS and as determined by DBE, Grade R learning programmes should be based on CAPS. Following a curriculum ensures that the learning programme is holistic in what it covers and that the required learning outcomes are realised for the children.

Indoor play equipment – including art and craft materials, manipulative and constructive sets, puzzles and books, fantasy play equipment and more - is an important learning resource for children as children learn through play and manipulating tangible materials. Indoor play equipment improves cognitive development and allows children to learn concepts, develop fine motor skills, and learn problem solving and early mathematics and literacy skills. Life skills should be taught to children through positive role modelling of teachers as well as through educational activities. A positive relationship between teachers and children improves the learning outcomes of children. Literacy and numeracy are important components of an effective learning programme which forms the foundation for social and educational development. Literacy activities should include teaching rhymes, labelling classroom furniture, free play, and reading and telling stories to children. Numeracy activities should include playing with blocks and baking activities, amongst others. As literacy and numeracy skills are crucial for children's holistic development, ECD centres should teach parents to stimulate these skills in their children through use of everyday objects in the home and certain activities.

It was concluded that the arrangement of the classrooms in an organised and structured manner is important for the success of the ECD centre. For pre-Grade R classrooms, the specific areas that should be included are a book corner, block corner, arts and crafts corner, fantasy play area, nature table and educational area. For Grade R classrooms, the specific areas are a mathematics area, a language area, a construction area, a fantasy area and a life skills area. The designated areas should be organised in such a way that areas that produce noise are separate from quiet areas.

There should be a meal menu displayed in the kitchen which is carefully planned to provide children with balanced, nutritious meals that incorporate carbohydrates, proteins and

vegetables. Malnourished children should be provided with nourishment at an ECD centre to counter inadequate provision at home. Nutrition is vital for the holistic development of children and is thus a core component of an effective ECD centre. The meal menu assists in the smooth running of the centre as when the cook is absent, the food is pre-bought and the meal for the day is outlined thus making it easier for another staff member to take over.

4. What role do teachers play in creating quality ECD centres?

According to the findings, three categories pertaining to the role of teachers in creating quality ECD centres emerged.

The findings concluded that teachers should hold formal ECD qualifications equivalent to NQF Level 4. Teachers should also attend continuous professional development opportunities to ensure their skills and methods of teaching are up to date and to keep current with ECD developments. Trained teachers possess the skills to facilitate learning programmes which develop children holistically, while untrained teachers deny children the opportunity to access their full potential. Teachers should ensure that children are taken out of the formal academic setting on outings with educational outcomes. Outings foster bonding between the children and teachers which is important for an effective ECD centre. A final role of teachers that emerged was planning for the day, week and more generally, the year. Planning ensures that the learning programme is provided efficiently and that the learning programme is coherently structured.

5. What are the essentials of management and administration for effective ECD centres?

The ‘management and administration of ECD centres’ research question provided six conclusions.

The role of principals involves ensuring the smooth running of the ECD centre through monitoring and leading the centre’s operation. Networking with ECD professionals, key people and organisations in the sector, emerged as a valuable tool in accessing knowledge and opportunities.

It is important that ECD centres keep children’s records - including allergy sheets, fetching lists (determining who may fetch each child), emergency contact numbers of children’s caregivers, clinic cards, children’s application forms, birth certificates, parents Identification Documents, children’s reports and observation books, attendance registers, a record of history

of abuse or relevant family issues. These records provide centres with necessary information about each child which assists in the provision of appropriate education and care to children. Keeping records also assists centres in recognising and addressing negative patterns.

ECD centre policies are important as they systematically guide the centres response to situations and provide protection both from disgruntled parents and from the law; which is crucial when working with young children. The policies ECD centres should have are: an Admission policy, Health and Safety policy, Fees policy, Accident policy, Medical policy, Human Relations policy, Finance policy, HIV/AIDS policy, Transport policy, Administration policy, Human Resources policy, Disability policy, Disciplinary and Grievances policy, and Medication policy.

Active parent involvement in ECD centres improves the performance of children. Parents should be involved in fundraising, outings for children, and decision making in the ECD centre. Parents should also be taught the importance of ECD and the manner in which to stimulate children at home. Communication with parents is also considered important and specific means of communication are parent meetings and messages from teachers in children's daily message books.

The key benefits of participation in ECD forums for ECD centres is the guidance and support it provides, the opportunity for voicing concerns, the platform for conversing with government, and the ability to stay informed with ECD developments and relevant information. ECD forums strive to improve the standard of ECD centres in the community.

Relationship with stakeholders – such as nearby clinics, nurses, NGOs and government departments - is beneficial as these connections offer opportunities and access to essential services.

6. What elements of funding and financial management enhance the effectiveness of ECD centres?

The research theme 'the elements of funding and financial management that enhance the effectiveness of ECD centres' rendered two conclusions.

Firstly, financial records including colour coded fee registers, expenditure books, all slips received by centre, monthly financial statements and bank statements, should be kept up-to-date and receipts should be issued to parents upon payment of fees (and parents should

deposit the fees directly into the safe, when cash payments are made). This practice ensures financial sustainability of the ECD centre and renders the centre accountable to the community. Audited annual financial statements are a regulation set by DSD which is beneficial as it is also generally a requirement for private donors and ensures transparent practise. Secondly, fundraising emerged as a valuable skill which greatly assists ECD centres. Parents can be a valuable asset in terms of fundraising – groups of parents can be clustered together and provided with a fundraising goal. Fundraising initiatives should seek funds both from within the community and outside of the community (from private donors through compiling and sending proposals).

5.2 Recommendations

The recommendations section outlines recommendations for effective, quality ECD centres. The recommendations are discussed under the relevant research question.

1. What type of governance is needed at quality ECD centres?

It is recommended that ECD centres register with DSD and comply with the norms and standards as this ensures quality services are rendered by the centre and the per capita subsidy can be accessed. Registration is also recommended as it provides ECD centres with legal protection, access to a social worker, and accountability structures. ECD centres should register as an NPO in order to access funding from private donors. The learning programme, which is required to be based on NELDS or CAPS depending on the age group, should be registered with DSD and DBE respectively.

Governing bodies are recommended for effective ECD centres. The centres Constitution should outline the procedure to elect and run a governing body as well as the positions that should be filled. Governing bodies should be incentivised. It is recommended that governing bodies in effective ECD centres play the following roles: govern; guide and assist the principal; ensure financial sustainability of the centre; plan, budget, and conduct administration; monitor and evaluate effectively; and resolve conflict.

2. What components of an ECD centre building contribute toward the effectiveness of an ECD centre?

It is recommended that the ECD centre building be fire proof, with fire extinguisher and fire blankets, and an evacuation plan should be present. It is recommended that an ECD centre

building is adequate for use if it is safe, secure and clean. The building should be disability friendly. The building should also be comfortable, have all the necessary rooms and equipment and the ratio of toilets to children should meet the regulations set by DSD for hygiene and health reasons. It is recommended that the kitchen facilities are in a separate room to the children (where access by children is prohibited), are adequately equipped, and display a meal plan containing balanced, nutritious meals for children. Outdoor play facilities need to be accessible for children and outdoor play should be prioritised. ECD centres should make parents aware of the value of outdoor play for children's development. It is recommended that the safety of children is ensured through fencing, a lockable gate and employing a strict fetching system for children.

3. What are the elements of a quality ECD learning programme?

The ratio of teachers to children should be in line with the requirements from DSD as children require attention to develop positively and holistically. ECD centres should have daily programmes in place which provide structure for the day and provide the learners with routine, making them feel safe, limiting chaos, and providing a productive learning environment. As mentioned previously, the learning programme should be based on the prescribed curriculums set by DSD and DBE; NELDS and CAPS.

Indoor play equipment and resources are crucial for children to learn and develop holistically and thus it is recommended that ECD centres possess the necessary equipment. ECD centres should teach life skills through positive role modelling by the teachers; and literacy and numeracy should be prioritised as these skills provide the foundation for social and educational development. It is recommended that teachers teach parents how to develop their children's literacy and numeracy skills.

The specific areas in a pre-Grade R and Grade R classroom should be in place and arranged according to the noise levels associated with each area.

4. What role do teachers play in creating quality ECD centres?

It is recommended that teachers are qualified (with the equivalent of NQF Level 4) and attend continuous professional development opportunities. Teachers should organise outings for children which are fun and have an educational component. This fosters learning and bonds between teachers and children. Teachers should plan for each day, each week and for the year.

5. *What are the essentials of management and administration for effective ECD centres?*

Principals should ensure that ECD centres run smoothly through monitoring and leadership. It is recommended that the ECD centre management team network with ECD professionals and stakeholders in the sector. It is recommended that ECD centres keep certain children's records as these provide centres with important information which can improve the performance of the learners. ECD centres should have specific policies in place which provide guidance and protection for the centre. Active parent involvement should be encouraged (through parent meetings, message books and other means) in the ECD centre as this is associated with improved results for young children and improved success of the centre in general. It is recommended that ECD centres join a local ECD forum as this provides numerous benefits which ultimately results in a better quality ECD centre. ECD centres should also develop relationships with stakeholders and professionals who possess skills and resources which can improve service provision in the centre.

6. *What elements of funding and financial management enhance the effectiveness of ECD centres?*

Sound financial management is crucial for the success of ECD centres. It is recommended that ECD centres keep financial records up to date, filed efficiently and colour coded where necessary. Keeping financial records in an organised manner is associated with financial sustainability. It is recommended that ECD centres have audited financial statements as this demonstrates transparency and is often a requirement to access donor funds. Fundraising efforts should be organised in a structured manner whereby the participation of parents is enlisted. ECD centres should also seek funds outside of the centre through sending funding proposals.

5.3 Summary

In concluding this final chapter, the conclusions and recommendations based on the findings are provided above. The critical need for effective ECD centres which provide quality services in South Africa is demonstrated. Quality ECD services unlocks potential in young children which has life-long benefits. ECD centres are the optimal environment to develop children holistically, and thus it is paramount that ECD centres are effective and provide quality services. In South Africa, many centres in under resourced communities provide sub-par education and care for young children which has life-long negative consequences often

including the missed opportunity to break the cycle of poverty. This research study identifies key elements of effective ECD centres – in terms of governance; components of an ECD centre building; elements of a quality ECD learning programme; the role of teachers; management and administration; and funding and financial management - with the aim that these elements will be implemented in underperforming ECD centres in South Africa to improve the standard, and provide children with equitable access to quality ECD services and ensure their future success.

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Appendix I – Interview Schedule

Biographical Details

1. Name:
2. Name of ECD centre:
3. Position at the centre:
4. No. of children in centre:
5. No. of staff members in centre:
6. Qualifications of interviewer:

Work-Related Questions

7. How long have you been working in this sector?
8. How long have you been working at this centre?
9. What is your centres legal form/structure?
 - *PROBE if needed:* Is your centre a Voluntary Association, Non-profit Company, or Trust? (Prompt: Voluntary Association – Constitution; NPC – MOI; Trust – Trust Deed)

Section 1: Context

10. What do you think are the elements that make an ECD centre effective?
11. What do you think are the significant barriers to being effective ECD centres?
12. Why do these barriers exist?

Section 2: Legal Compliance

13. Should an ECD centre be registered as a Non-Profit Organisation?
14. Should an ECD centre be registered as a Partial Care Facility?
15. Should an ECD centre's learning programme be registered?
16. Does your centre meet the norms and standards stipulated in the Children's Amendment Act No 38 of 2005?

Section 3: Governance

17. What is the importance of governing bodies for ECD centres?
18. How should ECD centres set up governing bodies?

19. What should the role of ECD centre governing bodies be? (Probe into: Annual financial statements, conflict resolution between parents and staff, overseeing of the general running of the centre)

Section 4: The ECD Building

20. What are the elements of a quality ECD centre?

PROMPT:

Ratio of toilets to children?

Teacher: child ratio?

Kitchen?

Outside play area?

Secured with fence around the property?

21. How do the aforementioned facilities contribute toward the quality of ECD centres?

Section 5: Learning programme

22. What are the core components that make up an effective learning programme?

23. Talk to me about the learning programme:

PROMPT:

- *Daily plan?*
- *Structure and routine?*
- *Indoor play equipment?*
- *Outdoor play equipment (Prompt: Jungle gym, sand pit, grass?)*
- *Life skills?*
- *Literacy?*
- *Numeracy?*
- *Outdoor Play?*
- *Creative play/ Story telling/ music?*
- *Room arrangement? (Prompt: fantasy corner, nature corner, reading corner, posters, colour)*

Section 6: Teachers

24. What is the importance of professional training for the teachers (and how does this contribute to the effectiveness of ECD centres?)

25. What role do teachers play in creating an effective ECD centre?

Section 7: Management and Administration of ECD centres

26. Do the following contribute towards an effective ECD centre? (*How? Why?*)

- Staff development
- Teacher training
- Children's records
- Policies (Prompt: Children, Staff, Centre)
- Parent involvement
 - What is the role of the parents within effective ECD centres?

Section 8: Funding and Financial Management

27. Does your ECD centre keep accurate and up to date financial records?

28. Are invoices issued?

29. Are the fees paid by parents recorded in your centres books?

30. Are the fees banked regularly?

31. Does your ECD centre conduct an annual financial audit?

32. Does your ECD centre raise their own funds?

Final Questions

33. What other factors make an ECD centre effective?

34. Any other final remarks?

Appendix II – Consent Form



UNIVERSITY OF CAPE TOWN

Department of Social Development

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Research Study SWK 5001W - Consent Form

You are requested to participate in a research study that is conducted by the University of Cape Town, Department of Social Development. This form contains information explaining this research study. If you agree to participate as a respondent please complete your details below and then sign and date this document.

Research study title: Components of a quality Early Childhood Development (ECD) centre: an exploratory study of stakeholder views.

Purpose: The purpose of the study is to explore the views of ECD professionals on the components which contribute towards effective, quality ECD centres in order to develop guidelines on effective models of practice.

I request one interview which should take approximately one hour.

Participating in this study is completely voluntary, and you are free to withdraw at any time should you wish to do so.

All information provided during the interview will be treated confidentially; your details nor your identity will be linked to any responses which you provide during the course of the interview.

The time and venue for the interview will be negotiated with you according to your availability. There are no follow-up appointments after the interview.

Having read and understood the above I agree to voluntarily participate in this study.

Name:

Signature:

ECD Centre:

Date:

Appendix III - Plagiarism Declaration

1. I know that plagiarism is wrong. Plagiarism is using another's work and to pretend that it is one's own.
2. I have used the Harvard convention for citation and referencing. Each significant contribution to, and quotation in, this report from the work, or works of other people has been attributed and has cited and referenced.
3. This report is my own work.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
5. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work

SIGNATURE:

Signed by candidate

DATE: 14 February 2016