



Information Booklet 2026
www.playandlearn.net.nz

4 King Street Papatoetoe (09) 277-7872 Licensed for 45 tamariki 6wks to 6 years Open 7.30am-5.30pm kingstreet@playandlearn.net.nz	3 Torkar Road Clarks Beach (09) 232-1981 Licensed for 28 tamariki 3 months to 6 years Open 7.30am-5.30pm clarksbeach@playandlearn.net.nz	23 Old Brighton Road Fairfield, Dunedin (03) 488-3121 Licensed for 25 tamariki 3 months to 6 years Open 8.00am-5.00pm fairfield@playandlearn.net.nz
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Please read in conjunction with Play and Learn Policies

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Kia Ora and welcome to Play and Learn

We are pleased to welcome you and your tamariki to Play and Learn. We hope you and your whānau have a happy and enjoyable time with us.

Getting to know you and your child is really important to us. We believe the best outcomes for tamariki come when whānau and kaiako work together, sharing ideas, information and experiences.

Please feel free to chat with us at any time, ask questions or let us know if there is anything we can help with. We look forward to getting to know you and your whānau!

Mission Statement

Nurturing a whānau of innovative learners through positive relationships and real-life experiences immersed in nature, culture and community

Our Philosophy

Tamariki have the right to learn the skills and habits of mind that will prepare them for life and for learning in the 'World of the 21st Century'. Real world learning and significant time spent in 'nature and the outdoors' are critical for their physical, mental and intellectual health and development. Tamariki are respected, empowered and viewed as competent and capable.

Our Approach to Learning

We are different from some other ECE services. We see tamariki as capable and competent learners and believe they learn best through play, exploration, curiosity, conversation and real-life experiences. Our approach is based on over 30 years of experience and supported by research. Rather than directing every activity, kaiako create rich environments where tamariki can investigate, experiment, make choices, solve problems, take appropriate challenges and develop their own ideas and theories. Oral language is a strong focus throughout our programme. Tamariki learn through talking and listening. Through conversations, stories, questions, songs and discussions with kaiako and other children, they build vocabulary, learn to explain their thinking, negotiate with others and develop confidence in expressing their ideas. These oral language skills provide important foundations for later reading, writing and learning at school.

Kaiako take time to know each tamaiti well—their strengths, capabilities, interests, dispositions and individual needs. We give children the time, space, encouragement and support to try things for themselves, while stepping in when they need help, or when safety requires it.

We believe children become confident and capable by doing, not by having everything done for them. When tamariki are encouraged to try, practise, make mistakes, solve problems and try again, they grow and develop independence, perseverance, resilience and confidence. If we continually do things for children that they are capable of learning to do themselves, we can unintentionally take away valuable opportunities for learning.

Real experiences, including outdoor play, nature experiences and excursions, further extend this learning. They give tamariki something meaningful to experience, think about, question and talk about, strengthening both their understanding of the world and their oral language.

Our aim is for tamariki to leave us as curious, confident communicators and capable learners who can think for themselves, make decisions, care for themselves and others, and approach new challenges with confidence.

Our programme

Influences on our curriculum include:

New Zealand Early Childhood curriculum Te Whāriki - Confident competent, tamariki/learners

The Education and Training Act 2020 and the Education (Early Childhood Services) Regulations 2008, together with the current Licensing Criteria for centre-based ECE services, which provide the legislative and regulatory

Te Tiriti o Waitangi, including our responsibility to recognise and reflect Aotearoa New Zealand's bicultural heritage.

The New Zealand Curriculum, particularly the key competencies of thinking; managing self; relating to others; participating and contributing;

Ka Hikitia - reinforces the importance of identity, language, culture, whānau and strong relationships in learning.

Our practice is also influenced by current research into child development, brain development, oral language and learning through play, together with nature-based and outdoor pedagogy.

We also draw thoughtfully from established educational approaches, including **Steiner, Montessori, Reggio Emilia and RIE (Resources for Infant Educators)**, where these align with Te Whāriki and our own philosophy

Brain Development

Research into early brain development influences our programme. We know that 85 to 90% of brain cells are formed by age four. The early years are a particularly important period of brain growth, when experiences and relationships help shape the connections that support future learning, development and wellbeing. The developing brain needs lots of oxygen, nutrition, movement and exercise and a broad range of experiences in the early years in order to grow.

Warm, responsive relationships, positive emotions, sensory experiences, good nutrition, movement, physical activity and a wide variety of meaningful experiences all contribute to healthy development. This reinforces the importance of kaiako knowing each tamaiti well and providing a safe, caring and stimulating environment where they can play, explore, communicate, move, take appropriate challenges and develop strong relationships.

Life Long Learners

Our programme and our environment is designed to help tamariki become confident, capable and lifelong learners. We focus on developing the skills, dispositions and attitudes they will need for learning, school and life.

Through play and meaningful experiences, tamariki learn to solve problems, take on challenges, think creatively, experiment, persevere, make decisions and work alongside others. They develop the confidence to express ideas, adapt to change, learn from mistakes and try other ways of doing things. In a rapidly changing world, tamariki need more than knowledge. They need to be curious, flexible thinkers who can communicate well, work with others and have the confidence to tackle new and unfamiliar situations.

Curriculum - Making it Meaningful

Our programme responds to each tamaiti's strengths, interests, capabilities and existing knowledge, while incorporating all areas of learning, including oral language, literacy, maths, science, art, music and movement. Kaiako extend learning by introducing new ideas, vocabulary, questions, experiences and challenges. Real-life, multi-sensory experiences help tamariki make connections and deepen their understanding. Building on what children already know and are interested in encourages curiosity, problem-solving and perseverance, while developing confidence, independence and a strong belief in themselves as capable learners..

Play Based Learning

Our programme is play-based, recognising play as one of the most powerful ways children learn.

Through play, tamariki explore ideas, ask questions, solve problems, experiment, communicate, create and develop their thinking.

Children's agency is important. Tamariki are encouraged to make choices, follow their interests, contribute ideas, make decisions and take increasing responsibility for their own learning. Kaiako support and extend this learning through conversation, questions, new vocabulary, resources and appropriate challenges.

Play supports oral language, creativity, social and emotional development, physical skills, and early literacy, maths and science concepts. It strengthens identity, language and culture and helps tamariki become confident, independent, curious and capable learners.

Mixed-Age Learning

Mixed-age groups reflect family and community life and provide rich opportunities for tamariki to learn with and from one another. Younger children observe, imitate and learn from older, more experienced peers, supporting oral language, confidence and new skills. Older tamariki have opportunities to help, explain, lead and care for others, strengthening their communication, empathy, responsibility and leadership. Children can form friendships based on interests and relationships rather than simply age. Mixed-age play also encourages cooperation, negotiation, problem-solving and tuakana-teina, where children both learn from and contribute to the learning and wellbeing of others.

Oral Language, Literacy, Maths and Science

Our programme provides rich, real-life experiences where language, literacy, maths and science occur naturally through play and exploration. Tamariki count, measure, compare, investigate, experiment, notice patterns, solve problems, enjoy books, recognise symbols and use drawing and early writing for meaningful purposes..

Strong language and communication skills provide an important foundation for later literacy, learning and success at school. Kaiako engage tamariki in conversations, introduce new vocabulary, ask questions, tell and read stories, and encourage children to explain their ideas and thinking. Rather than pushing formal reading, writing or maths before tamariki are developmentally ready, we build the knowledge, skills, confidence and love of learning that prepare them for school. When children are interested and ready, kaiako recognise this and extend their emerging reading, writing and mathematical learning.

Learning in Nature *(See Policy)*

Throughout human history, children have played, explored and learned in the outdoors. Nature-based experiences continue to be an important part of our programme, supporting physical and mental wellbeing, creativity, confidence, resilience and learning.

In natural environments, tamariki have the freedom and space to explore, run, climb, balance, build, investigate and take appropriate challenges. They may build huts, explore the bush, fish, garden or safely experience activities such as fire-making. These experiences encourage children's agency, decision-making, problem-solving, perseverance and cooperation.

Nature also provides rich opportunities for oral language. Tamariki observe, question, negotiate, tell stories, develop new vocabulary and discuss their discoveries. These meaningful, first-hand experiences build knowledge and understanding and provide strong foundations for literacy and lifelong learning.

"...Natural places are singularly engaging, stimulating, life-enhancing environments where tamariki can reach new depths of understanding about themselves, their abilities and their relationship with the world around them..." Tim Gill

Health/Safety and Risk *(See Policy)*

Research supports the health benefits of spending time outdoors. Outdoor environments generally provide better ventilation and reduce the concentration and transmission of many airborne infections compared with enclosed indoor spaces. Outdoor play also supports physical activity, wellbeing and healthy development. We therefore provide opportunities for tamariki to play outside throughout the year, embracing the Scandinavian saying, *"There is no such thing as bad weather, only bad clothing."*

Excursions and Nature programme *(See Policy)*

All our centres participate in regular excursions and Nature Programmes. These experiences are an important part of our curriculum, providing tamariki with opportunities to explore, learn and develop confidence beyond the centre environment.

Safety is always a priority. We have comprehensive safety procedures and risk-benefit assessments for our excursions. These are regularly reviewed and updated to reflect changing environments, conditions and experiences.

Before giving permission for an excursion, parents must **read the relevant information, understand the risk-benefit assessment and agree to the proposed adult-to-child ratios.**

We also involve tamariki in understanding safety. With appropriate adult supervision and support, children learn to recognise hazards, assess risk, make safe decisions and challenge themselves within their capabilities. Developing these skills builds confidence, judgement and an understanding of personal responsibility-important skills throughout life.

- Drivers and Kaiako are appropriately safety checked, and vehicles meet applicable NZTA

requirements.

- Safety plans, procedures and risk-benefit assessments are in place for excursions.
- Emergency procedures and drills are regularly practised, including procedures relevant to trips and excursions.
- Appropriate hygiene, first aid and health and safety procedures are followed while away from the centre.

Our Nature Programme *(See Policy)*

For many years, Play and Learn has offered Nature Programmes, initially inspired by a visit to Scandinavian Forest Kindergartens, then adapted for Aotearoa New Zealand. The same tamariki and kaiako regularly return to familiar natural places, developing deep connections with the environment, each other and their learning.

Research into nature-based early childhood education increasingly identifies benefits across many areas of children's development, including:

- **Physical health and development** – movement, strength, stamina, balance, coordination and active play.
- **Wellbeing**-opportunities for enjoyment, calm, confidence and connection with nature.
- **Thinking and learning**- curiosity, concentration, problem-solving, experimentation, reflection and persistence.
- **Oral language**- rich conversations, new vocabulary, storytelling, questioning and explaining ideas.
- **Confidence and agency**- making choices, taking responsibility, developing independence and recognising personal capabilities.
- **Social and leadership skills** - cooperation, negotiation, teamwork, empathy and decision-making.
- **Risk competence** - learning to recognise hazards, assess appropriate risks and develop strategies for keeping themselves and others safe.
- **Creativity** – imagination, resourcefulness, inventiveness and wonder.
- **Environmental understanding** - developing knowledge of the natural world, kaitiakitanga and a sense of connection to place and community.

These experiences help tamariki develop the **confidence, adaptability, communication, collaboration and resourcefulness** they need for learning and life.

Learning Journeys and Assessment

Kaiako document children's learning through photographs, observations, stories and other examples of learning, through Storypark and/or Learning Journey books. These provide wonderful memories of your child's early years and are also an important part of our assessment, planning and evaluation of learning. Some programmes use Social Media such as Closed Facebook pages.

Whānau are encouraged to read and discuss stories with their tamaiti and add comments, aspirations, observations and suggestions. Your knowledge of your child helps us understand them better and contributes to their learning and planning.

Photographs, videos and other digital media may be used to document learning and communicate with whānau. Permission is requested as part of enrolment, including how and where images may be shared.

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.

Please talk with us if you have any concerns about photographs, videos or digital communication. You may change or withdraw your permission at any time.

Communication with Whānau *(See Policy)*

Good communication between whānau and kaiako helps us know, understand and support your tamaiti. Please share anything happening at home that may affect your child's wellbeing, behaviour or learning. We welcome your ideas, questions, concerns, aspirations and feedback. Please feel comfortable approaching kaiako or the Team Leader at any time—we value open, two-way communication. Whānau are also invited to contribute to our programme, policies, planning and evaluation. An anonymous whānau surveys are conducted from time to time about differing topics and we greatly appreciate your feedback and suggestions as we continually evaluate and improve our service.

Our Kaiako

Our kaiako are chosen for their strengths, knowledge, skills, empathy, experience and genuine commitment to tamariki. We believe warm, responsive relationships and knowledgeable, caring adults are fundamental to children's learning and wellbeing.

We are proud of our experienced and stable teaching teams, with many kaiako having worked with Play and Learn for many years. Our teams include qualified and certificated ECE teachers, kaiako with specialist nature-based education training, and, where applicable, teachers completing recognised qualifications.

We are committed to ongoing professional learning and development, keeping informed about current research, curriculum developments and effective ECE practice.

All staff are safety checked in accordance with the Children's Act 2014 and current ECE Licensing Criteria, including the required ongoing safety checks.

We aim for all permanent kaiako to be first aid qualified. Wherever practicable, Play and Learn aims to provide staffing and adult-to-child ratios better than the regulatory minimum, supporting strong relationships, responsive teaching and positive outcomes for tamariki.

Fees – see the centre for current fee schedule

Fees are to be paid in advance. Late payments will incur a penalty.

Please pay by automatic payment or internet banking.

Play and Learn Kiwibank acc: 38-9019-0224048-00. Use your child's name and reference number as your I.D. No cash or payments placed directly into our account will be accepted - we are not able to credit these to your account.

20 Hours ECE subsidy is available for eligible tamariki aged **over 3 years**, for up to 20 hours per week (maximum 6 hours per day). This does not mean free fees.

Financial Assistance with Fees

Work and Income (**WINZ**) **Childcare Subsidy** -Some whānau may be eligible for a Childcare Subsidy to help with ECE fees. This is paid directly to Play and Learn, by WINZ, the amount received will be credited to your account. Whānau remain responsible for any fees not covered by the subsidy.

Family Boost – Eligible whānau may also be able to claim a partial reimbursement of ECE fees through Inland Revenue (IRD). Family Boost is claimed directly by whānau from IRD and is not deducted from your Play and Learn account. We will provide the required fee information to support your claim. Eligibility and payment amounts for both schemes are determined by the relevant government agency and may change over time.



Absences/Holidays -. Your child's booked place is reserved for them, so normal fees continue to apply when they are absent, as staffing and other centre costs remain unchanged. Where a holiday is advised at least **one full week in advance**, a reduced holding fee of **one-third of the usual fee** applies.

Ministry of Education **Frequent Absence Rules** apply to funded ECE attendance. Regular or extended absences may affect your child's government funding and, in some circumstances, their enrolled days or hours may need to be reviewed. Please let us know as early as possible about planned holidays or ongoing absences so we can discuss how these rules may affect your child's enrolment and fees.

Termination of Care/Change of Hours - Two weeks' written notice is required to end your child's enrolment. Changes to booked days or hours require at least one week's written notice.

Late Pickup – Tamariki must be collected by their booked finishing time, regardless of their arrival time. Late fees will apply. A higher fee is charged for collection after the centre closes to cover additional staffing costs. Please respect our kaiako, who need to finish work on time and have commitments outside work.

Emergency Closures – Please listen to radio for emergency closure details. We will close if schools are closed. Full fees are usually charged for emergency closure.

Funding – We receive Ministry of Education funding and must meet its funding and audit requirements. Our audited financial accounts are available for parents and whānau to view on request. Please ask the Team Leader.

Enrolment at Other ECE Services

Tamariki may be enrolled at more than one ECE service. However, government ECE funding cannot be claimed by two services for the same hours of attendance.

Whānau must tell us if their tamariki is enrolled at another ECE service and provide accurate information about the days, hours and any 20 Hours ECE being claimed at that service. Please advise us promptly if these arrangements change.

Privacy – We comply with the Privacy Act 2020. Personal information about tamariki, whānau and kaiako is collected, stored, used and shared only for lawful purposes and where authorised or required by law (*see Policy*).

Child Protection and Safety (*See Policy*)

We comply with the Children's Act 2014, Oranga Tamariki Act 1989, and relevant ECE legislation and licensing requirements. The safety and wellbeing of tamariki are paramount. Where there are concerns about a child's safety or wellbeing, we follow our Child Protection Policy and may be required to notify or share information with Oranga Tamariki, Police, ERO, or other appropriate agencies.

Health (*See Policy*)

Illness

To protect all tamariki and kaiako, children who are unwell or have an infectious illness must not attend where exclusion is required under the Education (Early Childhood Services) Regulations 2008, current ECE Licensing Criteria, Health (Infectious and Notifiable Diseases) Regulations 2016, or public-health guidance.

Tamariki must remain at home when they are too unwell to participate comfortably in the programme or may pose an infection risk to others. This includes vomiting, diarrhoea, fever, significant or unexplained rash, or other symptoms of infectious illness. Following vomiting or diarrhoea, tamariki

must generally be symptom-free for at least 48 hours before returning.

For conditions such as conjunctivitis, head lice, scabies or other infectious illnesses, we follow current Health New Zealand/public-health exclusion guidance. Appropriate treatment or medical clearance may be required before returning.

If tamariki become unwell while attending, we will contact whānau and may require them to be collected promptly. Please ensure your emergency contact details are always current.

In a medical emergency, we will obtain appropriate emergency medical assistance and contact whānau as soon as possible. If we cannot reach a parent or caregiver, we will contact the emergency contacts listed on the child's enrolment form

Normal fees continue during sickness absences, as your child's place remains reserved and staffing and other operating costs continue.



Food, Choking and Allergies – see our Nutrition policy

Tamariki bring their own food from home. Whānau are responsible for providing sufficient, nutritious food that is appropriate for their child's age and ability to chew and swallow safely. Food should arrive prepared and ready to eat, with a named lunchbox and drink bottle. Perishable food must be refrigerated or kept appropriately chilled. Water is always available. Please bring a named drink bottle. In accordance with the ECE Regulations 2008 and current Licensing Criteria, we promote healthy eating and follow current food-related choking guidance. Food presenting a choking, allergy or other safety risk may be removed or restricted.

Please tell us about allergies, intolerances and any dietary, cultural or religious food requirements, including foods your tamaiti cannot eat, handle or prepare.

For diagnosed allergies, whānau must provide relevant health information, medication and an allergy/action plan. We take reasonable precautions to minimise allergen cross-contact through hygiene, food separation, cleaning and supervision.

Cooking and food preparation are part of our learning programme. Kaiako consider known allergies and dietary, cultural and religious requirements, providing alternatives where appropriate.

For birthdays and celebrations, please discuss shared food with kaiako beforehand. Food must meet our Food, Nutrition and Choking Guidelines. Please tell us if your tamaiti should not participate in particular food experiences or celebrations.

Medication (See Policy)

Medication is administered in accordance with the Education (Early Childhood Services) Regulations 2008 and current ECE Licensing Criteria (including HS122). Required written parental authority must be provided.

Medication must never be left in children's bags. Please hand it directly to a kaiako and complete the required medication documentation.

For ongoing conditions such as asthma, epilepsy or severe allergies, whānau must provide an appropriate health/action plan and required medication. We will ensure relevant kaiako understand the child's needs and any required emergency procedures.

We do not routinely keep medicines such as Pamol/paracetamol for general use.

Accidents, Injuries and First Aid *(See Policy)*

The safety and wellbeing of tamariki is always a priority. We aim for all permanent kaiako to hold a current first aid qualification.

All accidents, injuries, illnesses and incidents are recorded, including what happened and the action taken. Whānau will be informed and are required to acknowledge that they have received this information. Head injuries and potentially serious injuries will be reported to whānau promptly.

If serious injury or illness is suspected, we will seek immediate medical assistance, including calling 111 when appropriate, and contact whānau as soon as possible.

Under HS128, a serious injury, illness or incident may require notification to a specified agency, and ERO notified.

For minor injuries, tamariki are comforted and supported. We also help children develop resilience and risk competence by learning to recognise hazards, assess appropriate risks and make safe decisions.

Weather and Clothing

Outdoor play is an important part of our programme, and tamariki play outside every day in most weather conditions. Outdoor play supports physical health, wellbeing, resilience and learning. Colds and influenza are caused by viruses, not simply by getting cold or wet.

Play can be messy-this is important work for tamariki! Children need to be able to explore, investigate, get wet and get dirty without worrying about spoiling their clothes. Please dress your child in comfortable, practical clothing suitable for active and messy play.

Please provide several complete changes of clothing each day, including underwear. We do not leave tamariki in wet or uncomfortable clothing. A wet bag for wet or dirty clothes is appreciated.

During colder or wet weather, please provide warm clothing, a waterproof jacket and suitable footwear such as gumboots.

During hot and sunny weather, we use shade, encourage sun-protective clothing and hats, provide drinking water and apply sunscreen in accordance with our procedures.

Please clearly name all clothing and belongings. While we take reasonable care, Play and Learn cannot accept responsibility for clothing or personal belongings that are lost or damaged during normal play and exploration.

Property – Sometimes small items such as puzzle pieces, scissors, vehicles or dress-ups and occasionally other tamariki's belongings find their way home. Please return these as soon as possible, as incomplete or missing items can be very frustrating.

Toys – from home may create problems as tamariki may need to share these with others. You welcome to bring personal items required for sleep or comfort (*especially when settling*).



Screens and Digital Technology *(See Policy)*

Research associates excessive screen use in young children with adverse effects including reduced physical activity, sleep difficulties and poorer language, attention and wellbeing outcomes. We believe young tamariki learn best through play, movement, conversation, relationships and real-life experiences. For this reason, screen use at Play and Learn is deliberately limited.

Tamariki under two do not have screen time. For children over two, screen use is limited to less than one hour per week and is used only when it has a meaningful educational purpose. Computers, iPads, televisions and other digital technology are tools are not good substitutes for play and interaction. Where used, they may support learning through activities such as research, photography, music or exploring children's questions and interests.

Our priority remains active play, oral language, creativity, exploration, social interaction and hands-on learning.



Routines

Arrivals and Departures – When you bring your tamariki

into care you must record your attendance daily by accurately signing in on arrival and out at departure. This is required for safety and legal reasons. Always say goodbye to your tamariki. If you leave without saying goodbye your tamariki may become distressed and distrustful. Please check daily of any notices in your tamariki wall pockets. Talk to us about important or recent events. .

Settling – Starting ECE is a big step for tamariki and whānau. We encourage at least three pre-visits before your child starts, giving them time to become familiar with the environment, kaiako and other tamariki. Seeing you relaxed, comfortable and developing a relationship with their kaiako helps your child feel safe and secure.

Every tamaiti settles differently, and we will work with you to support their individual needs. You are welcome to phone or text at any time to see how your child is doing.

If your tamaiti remains unhappy or distressed and is not settling with the support and comfort of kaiako, we will contact you and discuss what is best for them. *(See Policy)*

Whānau Events and Information Sessions

Throughout the year, we hold a range of whānau evenings, celebrations, social gatherings and information sessions, both at the centre and at off-site locations. These may include Matariki, Christmas celebrations, social events and sessions about our programme, children's learning and topics of interest to whānau.

These gatherings are a valuable opportunity to meet other whānau, spend time with kaiako, build relationships and strengthen our Play and Learn community. Information sessions also provide opportunities to explain how and why our programme operates, share current information, discuss important issues and answer questions.

Partnership with whānau is important to us. Throughout the year, you may be invited to provide feedback on our programme, policies, philosophy, internal evaluations, and annual and strategic planning. We value your ideas, perspectives, aspirations and suggestions as part of the ongoing development and improvement of our service.

If there is a particular topic you would like discussed at a whānau information evening, please talk with

us-we welcome your suggestions.

We encourage whānau to participate whenever possible.

At events held outside normal centre operating hours, whether at the centre or off-site, parents and caregivers are responsible for the supervision, safety and wellbeing of their own tamariki, unless we specifically advise that alternative arrangements apply.

Parent Education Material - We have access to a number of resources on a wide range of topics available for parents to borrow. Talk to us about this.

Toileting – If your tamariki is not toilet trained please provide nappies. Let us know when you are toilet training at home so that we can discuss a plan. Dress your tamariki in clothes that they can manage themselves, so that their own toileting is made easier for them.

Sleep/Rest – We aim to keep to your tamariki individual sleep programme. Tamariki are always monitored while sleeping through regular checks.

Positive Guidance *(See Social competence Policy)*

We have few rules and clear expectations. Tamariki may not deliberately hurt others, damage another child's work or property, and are expected to follow reasonable safety requirements.

Kaiako use positive, respectful guidance, helping tamariki understand their emotions and behaviour, develop self-regulation, resolve conflict, take responsibility and learn appropriate ways to communicate and interact with others. Strategies include encouragement, modelling, explanation, redirection and supporting children to solve problems.

Where behaviour is ongoing or there are concerns about a child's wellbeing, we will work in partnership with whānau and, where appropriate, develop an individual support plan.

Physical punishment, harsh, humiliating or degrading treatment, and threatening or abusive language are never acceptable from kaiako, whānau or any other person while at our service.

Transition to School *(See Policy)*

Preparing tamariki for school is woven throughout our programme, rather than being something that begins just before they turn five. Through play and everyday experiences, children develop oral language, independence, confidence, curiosity, problem-solving, social skills, early literacy and mathematical understanding.

We encourage whānau to participate in school visits and pre-entry programmes.

As many schools have enrolment zones or schemes, we recommend contacting your intended school well before your child turns five to check enrolment requirements and important dates. Kaiako are happy to support whānau and share relevant information about their child's learning and transition.

Te Tiriti o Waitangi *(See Policy)*

We acknowledge Māori as tangata whenua and are committed to reflecting the principles of Te Tiriti o Waitangi within our curriculum, relationships and everyday practice.

We support te reo Māori as a living language and continue to strengthen kaiako knowledge and confidence in te reo Māori, tikanga Māori and culturally responsive practice. Tamariki experience te reo through everyday words and phrases, correct pronunciation, waiata, pūrākau, karakia and meaningful

experiences within the programme.

Values and concepts including manaakitanga, whanaungatanga, kaitiakitanga, rangatiratanga, kotahitanga, ako and tuakana-teina are reflected naturally within our relationships and curriculum. We value the knowledge, aspirations and contributions of Māori whānau and welcome their guidance in strengthening our practice.

Ka Hikitia – Ka Hāpaitia guides our commitment to Māori educational success and giving practical effect to Te Tiriti o Waitangi. We apply its principles through high expectations, belonging, strengths-based learning and genuine partnerships with whānau. These principles strengthen our practice and support positive learning outcomes for all tamariki.

Culture and Diversity

We value the diverse cultures, languages, identities, beliefs and family traditions of our Play and Learn community. We want every tamaiti and whānau to experience a genuine sense of belonging and to see their identity, language and culture respected within our programme.

Please share your cultural practices, language, traditions, aspirations or beliefs that are important for your tamaiti. We also encourage you to tell us if any aspect of our practice is culturally inappropriate or could be improved.

Whānau knowledge and suggestions are always welcomed and valued.

General Information

Smoke and Vape Free – Play and Learn is a smoke-free and vape-free environment. Smoking and vaping are not permitted anywhere on the centre premises, including indoor and outdoor areas. *(See Policy)*



Alcohol, Drugs and Impairment – No person may use alcohol, illegal drugs or other substances on the premises, or be under the influence of alcohol, drugs or any substance that adversely affects their behaviour, judgement or ability to safely care for or interact with tamariki. *(See Policy)*

Parking – Please drive slowly, watch carefully for tamariki and be considerate of our neighbours and other whānau when parking or collecting children.

Students and Visitors – We support ECE students undertaking practical teaching experience. Students are subject to the appropriate safety-checking requirements through their training provider and/or Play and Learn and are supervised in accordance with our procedures. Students are not counted as part of our required staffing and are not left with sole responsibility for tamariki.

Parent and Guardian Right of Entry -Parents and guardians generally have the right to enter the centre while their child is attending. However, entry may be restricted in circumstances permitted by law, including relevant court orders, trespass notices, infectious illness, being under the influence of alcohol or drugs, or behaviour that disrupts the operation or safety of the service. Please ensure we are provided with copies of any relevant court orders affecting access to your tamaiti.

Sun Protection -We use shade, sun-protective clothing, hats, sunscreen and access to drinking water to protect tamariki from excessive UV and heat. Particularly during Ter 4, sun protection is closely monitored, and measures are used when the UV Index is 3 or above, or from 10am, whichever is earlier



Please provide your tamaiti with a named sunhat. Sunscreen is applied in accordance with our Sun Protection Policy and may be reapplied during the day as required. Sun protection measures may also be used outside Terms 1 and 4 whenever UV levels or conditions make this necessary. *(See Policy)*

Education Review Office (ERO)

Our services are reviewed and evaluated by the Education Review Office (ERO). ERO uses different approaches, to evaluate quality, regulatory compliance and how well services support positive and equitable outcomes for tamariki. The timing and type of ERO review may vary according to the circumstances of each service.

Our latest ERO report is available on the centre noticeboard. Further information about ERO, and published reports can be viewed on the **ERO website** – www.ero.govt.nz.

Emergency Procedures and Evacuation *(See Policy)*

Each centre has an Emergency Management Plan covering emergencies relevant to its location, including fire, earthquake, severe weather, external threats, lockdown and other emergencies. Where relevant, this also includes tsunami or other location-specific risks.

Emergency procedures and evacuation plans are displayed on the noticeboard at the centre and are available to whānau.

We maintain appropriate emergency supplies for the number and ages of tamariki and adults attending, however you may be asked to keep an extra supply of snacks relevant to you child in their bag.

Kaiako regularly practise emergency procedures with tamariki. Relevant emergency drills are undertaken at least every four months, recorded and evaluated to help us continually improve our emergency planning.

If an alarm requires evacuation, all tamariki and adults will evacuate, including sleeping children. Our first priority is always their safety.

Each centre has a designated assembly point. If an emergency requires us to relocate or prevents access to the centre, we will follow our emergency plan and keep whānau informed by the most appropriate means available.

Please ensure your phone numbers and emergency contact details are always current so we can contact you quickly if necessary

Licensing, Policies and Funding

Play and Learn centres are licensed early childhood education and care services. We operate under the Education and Training Act 2020, Education (Early Childhood Services) Regulations 2008, current ECE Licensing Criteria, and other relevant legislation and regulatory requirements.

From 1 September 2026, the Education Review Office (ERO) is responsible for licensing and regulating ECE services. The Ministry of Education remains responsible for areas including ECE funding, curriculum, policy and setting standards.

Our current ECE licence and other information are displayed on our noticeboard. Our policies and procedures explain how we operate and are available to whānau.

Policies are regularly reviewed and updated. We value whānau consultation, feedback and suggestions as part of this process. However, you do not need to wait for a formal review—please talk with us at any time if you have questions, concerns or suggestions about our policies or practices.

Play and Learn receives Ministry of Education funding and must meet the associated funding and financial requirements. **Our audited financial statements are available to parents and whānau on request.** Please ask the Team Leader.

Queries, Concerns and Complaints *(See Policy)*

We welcome open communication and encourage whānau to raise questions, concerns or complaints as early as possible.

In the first instance, please talk with your child's kaiako or Team Leader. Most concerns can be resolved quickly through open discussion. If you are not satisfied with the response or would prefer to discuss the matter further, please contact the Director.

Our Complaints Policy and Procedure is displayed on the noticeboard.

Formal complaints should be made in writing to:

Jan Beatson- Director Email: jan@playandlearn.net.nz

From 1 September 2026, the Education Review Office (ERO) is responsible for regulating ECE services and receiving complaints concerning ECE regulatory requirements. Whānau may contact ERO directly if they have concerns about a child's safety, wellbeing or care, or whether the service is meeting its regulatory responsibilities.

Education Review Office: www.ero.govt.nz Early Learning – Make a Complaint.

ECE legislation and regulations can be accessed at www.legislation.govt.nz.

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