



**The University of Auckland
Strategic Review of Early Childhood Education Centres,
Facilities, Services, Kōhanga Reo and Kōhungahunga**

**Literature Review and Benchmarking Study
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EXECUTIVE SUMMARY

The University of Auckland is committed to providing high quality Early Childhood Education (ECE) Centres, Facilities, Services and Kohanga Reo. The purpose of the strategic review is to provide recommendations and a framework for The University of Auckland to enhance its status as a world class place to work and study.

This first report provides specific information related to the quality provision of ECE in universities gained from a literature review and the findings from a benchmarking survey that was sent to:

- All New Zealand Universities;
- The Group of Eight (Go8) Australian Universities;
- A selection of Universitas 21 Universities.

The benchmarking information (gained from survey responses and/or website search) found that all the universities provided ECE facilities for preschool children. There is increasing recognition by universities that family friendly policies (which include the provision of quality ECE services) are critical in attracting and retaining students and staff. This is particularly important for universities in groups such as Go8 and U21 who are competing to attract high level staff and post graduate students many of whom are women in the childbearing age group.

Key Findings

Much of the recent literature relating to quality early childhood education focuses on how participation in ECE enhances positive outcomes for children (both at the time and in later years). This research has led to wider acceptance of the importance of quality ECE and increased demand for quality services.

Factors which have a high correlation to quality ECE provision and which relate to The University of Auckland's Strategic Review of ECE Centres, Facilities, Services and Kohanga Reo are as follows:

1. Staffing

Structural features of staffing include qualifications, high staff to child ratios, staffing stability, rates of pay, professional development opportunities and access to non-contact and meeting times.

Qualifications

Research has shown a clear correlation between levels of teacher education and quality outcomes for children. The New Zealand Government's ten year strategic plan stipulates that all education and care centres would employ registered teachers for at least 50% of regulated staffing positions by 2007 and by 2012 all regulated staff in teacher-led ECE services will be fully or provisionally registered.

Respondents to the benchmarking survey from New Zealand Universities and a separate benchmarking study of ECE provision in New Zealand Universities carried out by Victoria University of Auckland, found that:

- Victoria University is the exemplar with all regulated teachers qualified and registered;
- Others are working towards 100% e.g. Waikato;
- The University of Auckland appears to have the lowest proportion of qualified staff although meeting the current regulations of 50%.

Ratios

Qualified staff in a high adult:low child ratio situation is linked with best outcomes for children. In New Zealand roll numbers, ages of the children and whether the service is all day or sessional is regulated. Responses from New Zealand universities indicate that the adult:child ratios are higher than required.

Staff Stability

Staff stability is important for young children who require secure relationships and a high staff turnover has been shown to affect quality outcomes for children. It is also expensive in terms of recruitment costs.

Staff turnover in New Zealand ECE centres was found to be exceptionally high in a 2007 national survey conducted by the New Zealand Council for Educational Research (NZCER). A number of respondents to the UOA benchmarking survey also noted the difficulty in finding registered teachers and maintaining staffing levels. However, The University of Melbourne noted that providing better pay and conditions than many in the sector had led to low staff turnover.

Professional Development

Access for all ECE teachers to professional development is an important factor in the provision of quality ECE. All respondents to the benchmarking survey noted that there is a commitment to the ongoing professional development of their staff. In addition to opportunities for individual staff development, some Universities report having designated days for centre professional development. Others mentioned taking advantage of university academics to assist with professional development and/or taking advantage of opportunities available to university staff where applicable.

Access to Non-Contact and Meeting Time

The NZCER 2007 survey found that access to non-contact time and meeting time were important components of employment conditions. Work most frequently completed in non-contact time includes assessment, planning and evaluation. This was followed by discussing work with other teachers, collecting data and working on documentation, preparing resources and administration.

A specific question on non-contact time was not included in the benchmarking survey however respondents noted staff meeting time varied from once a month to once a week. These meetings are often out of normal working hours and either paid or with time in lieu. The University of Waikato appears to be an exemplar in having a specific programme release team which enables all staff to meet weekly within normal working hours.

2. Parents

A key initiative of the government strategy in New Zealand has been towards greater empowerment of parents and whānau to be involved in their children's early learning. While there were differing interpretations to the benchmark

survey asking about provision for parents in University ECE centres, most described welcoming parents into the centre. Some explicitly encouraged the involvement of parents on their website and/or organised special activities for family gatherings. An innovative way of involving parents was described by the University of British Columbia who made provision for parents to bridge ratios at the beginning or end of the day for a small fee reduction.

3. Accessibility

Issues relating to accessibility include affordability, hours of operation, waiting lists, and location.

Affordability

A number of national surveys in New Zealand have found cost to be the biggest barrier to accessing ECE care and that this impacted on participation in work, education and training, particularly for women.

The expense of ECE was also highlighted in The University of Auckland "Women Returning to Work" survey responses with a resulting recommendation that the feasibility of deducting ECE fees from parents' and caregivers' salaries before tax be explored.

Benchmarking with other New Zealand universities found the average weekly fees to be \$171.00 for under 2 year olds and \$159.00 for over 2 year olds. Five of the universities appear to charge a flat rate for students and staff.

A government strategy to address issues related to affordability has been the introduction of 20 hours free ECE for three and four year olds attending teacher-led services. All the New Zealand universities have decided to participate in this option, but a number commented in the benchmarking survey results that while it has been welcomed by parents, the funding does not meet the operating costs of the service.

Three universities mentioned providing some level of subsidy to enhance affordability.

Hours of Operation

The hours of operation and whether they meet the needs of parents impact greatly on accessibility. A number of New Zealand studies, including The University of Auckland's review of "Women Returning to Work", have found there is often a mismatch between the hours the ECE centre is offering and the hours required by the parents.

The responses to the benchmarking survey show the earliest opening time for a university ECE centre to be 7.30am, with others not opening until 8.00am or even 8.30am. Within New Zealand the majority of centres close at 5.15pm or 5.30pm, with the exception of the Canterbury College of Education centre (Te Ao Tamarki) which closes at 5.45pm. Two centres reported that they provide extended hours for students if required.

The majority of ECE centres in the benchmarked Australian universities close at 6.00pm. The centre providing the longest hours will be one currently under construction at Monash University. This centre will be open from 6.30am until 6.30pm.

Provision of full-time versus part-time options is also an important consideration within the university context. Staff are likely to require full-time care whereas students may be looking for shorter term care. Most universities included in the benchmarking exercise offer full day and sessional care options with sessions usually being either four or five hours long.

Waiting lists

The length of waiting lists has a great bearing on accessibility for ECE. Of the respondents to the benchmarking exercise from New Zealand universities, several mentioned long waiting lists with one saying that some children will never get a place.

The length of waiting lists was also noted by the benchmarking respondents from overseas universities with a number advising that for under 2 places, children need to be enrolled a birth.

Many universities advertise their ECE facilities as recruitment incentives. In advertising and thus implicitly promising the provision of ECE facilities, the reality of often long waiting lists means that universities may be opening themselves up to potential legal liability.

Location

Accessibility for some parents will relate to ECE being available near the home but for others it will be more important to be near the place of work. If parents are to have a reasonable opportunity to be involved in their children's learning, close proximity to the ECE centre from their place of work or study will be essential.

There is an increase of workplace ECE centres due to a shift in thinking away from corporate sponsored ECE being an expensive liability, towards family supportive companies having a competitive advantage. A number of studies have found the provision of quality ECE on site to be an important factor in:

- the decision to join a company;
- the increase employee morale and productivity through worrying less about children's safety and well-being;
- lower absenteeism and reduced turnover.

Given the demand for quality ECE places it cannot be assumed that families will be able to access quality centres near their home or within close proximity to the campus at which they work or study.

The findings of the "Women Returning to Work" survey conducted by The University of Auckland found proximity to the University to be one of the valued qualities of the university services.

4. Management

Information received from respondents to the benchmarking survey on management structures varied and in most instances there are different reporting lines for centres within the same university. This is likely to relate to how they were originally established (e.g. through initiatives of staff or students).

5. Physical Environment

The physical environment has been found to have a significant impact on quality. In addition to providing a quality environment for children and ECE teachers, the provision of a private space for adults to talk is among the factors that are regarded to be supportive conditions.

Licensing requirements include the minimum amount of space that must be provided for each child inside and outside. While all respondents to the benchmarking survey met legal requirements, space either inside or outside was identified as problematic for many centres. Some attributed this to the proximity of the centres to the inner city and space therefore being more restricted.

Respondents to the benchmarking survey were also asked to comment on the facilities for the ECE teachers and for parents. Responses indicate that good facilities might include:

- Separate office/s;
- staff room, with comfortable chairs, kitchen and, in one centre, a TV;
- easy access to computers for staff (including lap top) and internet connections;
- Library with in-centre resources;
- Shower; and
- Meeting space and adult furniture.

6. University Early Childhood Education Centres as Exemplars

A number of universities highlight their early childhood education centres as exemplars or centres of excellence. This includes opportunities to highlight best practice in ECE for students, attracting visiting international scholars and as sites for research. Staff in centres of excellence are also sometimes involved in teaching in undergraduate programmes.

7. Wider Services and Facilities

The findings of The University of Auckland survey “Women Returning to Work” includes extensive information related to a ‘family friendly’ workplace culture, which includes after-school care and holiday programmes to be amongst the majority of suggestions.

A. INTRODUCTION

The University of Auckland is committed to providing high quality Early Childhood Education (ECE) Centres, Facilities, Services and Kohanga Reo. The purpose of the strategic review is to provide recommendations and a framework for The University of Auckland to enhance its status as a world class place to work and study.

This report provides specific information related to the quality provision of ECE in universities. The first section provides information gained from a literature review, while the second section provides findings from a benchmarking exercise against other institutions in U21, Go8 and New Zealand universities.

B. LITERATURE REVIEW

Early Childhood Education (ECE) in Aotearoa New Zealand is a diverse sector which is defined by the Ministry of Education as being grouped under the following categories: Education and Care Centres; Home-based Services; Kindergartens; Kōhanga Reo; licence-exempt playgroups; Parent Support and Development Programmes; Playcentres; and the Correspondence School. The ECE provisions at The University of Auckland fall into the categories of Education and Care Centres and Kōhanga Reo.

A large proportion of the literature on quality ECE relates specifically to curriculum issues which are outside of the scope for this review project. Other key factors which have been found to have a high correlation with quality are staffing, group size, involvement of parents and aspects of the physical environment. These have high relevance to this review.

In 2002 the New Zealand Government published its long term strategy for ECE *Pathways to the Future: Ngā Huarahi Arataki* (Ministry of Education, 2002). The three key goals at the core of the plan are:

1. increasing participation in quality ECE services;
2. improving the quality of the ECE services;
3. promoting collaborative relationships.

The plan also includes specific strategies for building an ECE sector that is responsive to the needs of Māori and Pasifika people. Each of these foci has relevance to the University's strategic review of ECE.

1. Key Studies

Two key pieces of research conducted through the New Zealand Council for Educational Research (NZCER) have been published this year and each provide extremely relevant information for the Strategic Review of ECE Centres, Services, Facilities and Kohunga Reo at the University of Auckland. These are:

Outcomes of Early Childhood Education: Literature Review (Mitchell, L., Whiley, C., and Carr, M. 2008) was commissioned by the Ministry of Education to provide policy makers with a synthesis of research that analyses the impact of ECE for children and families. The authors explained that "the research

included a comprehensive search of material published in education, psychology, public policy, early childhood education, economics, and labour market databases ... and contact made with key authors in the field.”

Provision of early childhood education services and parental perceptions (Mitchell, L. 2008) reports on the findings of a national survey of teachers/educators, managers, parents and committee members in 601 licensed ECE services, undertaken in late 2007. “The report documents participants’ perceptions of provision of ECE services, and provides a picture of changes that have occurred since the first NZCER national ECE services survey carried out in late 2003.” It is important to note that with regard to parents’ needs, “the survey only covered parents currently using ECE, and so will understate parents’ real needs”.

Another relevant research project (although now a little dated) is **Child care, Families and Work (1999)** which reports the findings of a survey of early childhood education and care arrangements for children. The project was initiated and conducted by the National Advisory Council on the Employment of Women in collaboration with the Department of Labour. This survey was reported to be New Zealand’s first comprehensive survey on early childhood education and care. “It was designed to gather information from parents on the use of ECE and care arrangements for children under 14 years of age, and on the relationship between labour force participation and the use of ECE and care.”

In addition, three reports describing the findings of research carried out by universities into the provision of early childhood services are of particular relevance and these are:

Children, Work and Study: University of Melbourne Child Care Needs Analysis (2005) this report was produced by the University of Melbourne’s Child Care Advisory Committee in collaboration with the Children’s Services Student Programmes and the Student Union:

“This child care needs analysis arose from growing concern about the demand for child care at the University and its impact on current and potential staff and students, and the University more broadly.

The project involved analysis of current provision, and of responses to surveys sent to samples of both current users of the children’s services and of parents unable to get access to the services. Interviews were conducted with a number of senior academic and general staff and a range of key policy documents were analysed to establish the position of child care services within the University’s strategic planning.”

The report includes an analysis of how other organisations, in particular universities, are dealing with child care issues:

“Worldwide there is an understanding that child care is a critical issue for universities, their staff and their students. The rationale is the same, for universities wanting to attract the best and meet contemporary equal opportunity requirements; child care is seen as fundamental. While the responses from universities internationally are varied, increasingly they involve direct provision of care, plus a range of subsidies, scholarships and other supports which assist with the care.

Major universities, such as those in Universitas 21 (the international network of leading research universities) and the Group of Eight (Go8 – Australia’s leading research universities) that share many of the goals, values and high status of the University of Melbourne, are active in addressing the issue. Their role in providing access to child care is seen as part of their goals to be family friendly universities and in particular, to be able to attract women both as employees and as students.”

Key findings for Melbourne University were that:

“For staff and students, access to University child care:

- *Enables career planning*
- *Fosters commitment to the University*
- *Relieves stress and anxiety*
- *Enables ready access to children, for example, when breast feeding or when children are ill*
- *Enables parents to take up new positions, promotions, post doctoral work and research projects.*

For staff and students who cannot access University child care this can mean that:

- *Inability to return to work/complete studies*
- *Delaying return to work*
- *Being forced to return to work/study on a part time basis*
- *Enormous stress*
- *Feeling compromised in their ability to perform at work or study*
- *Career limitations e.g. promotions*
- *Reduction of income*
- *Inability to undertake research.*

From interviews with senior academic and general staff in the University it is clear that child care does enable the University to attract and retain experienced staff.”

The report also notes that demographics related to the increase in growth of post graduate students over a three year period shows that more than half of the students are women with the highest proportion being in the childrearing age group of 25 – 40 years.

Women Returning to Work: an analysis of women’s experiences in returning to work from parental leave with recommendations on strategies to eliminate barriers (2007). This study was a joint project conducted by the Association of University Staff (AUS) and The University of Auckland focussed on women staff who had taken paid and/or unpaid leave between January 2000 and September 2005 following childbirth or adoption. The investigation explored specific issues relating to women re-entering the workplace and made recommendations for improved services. Access to quality and affordable child care was found to be a priority for parents who participated in the study.

“The general findings of this project are consistent with related surveys and reviews which have highlighted the importance of a ‘family friendly’ culture, affordable quality child care, breastfeeding facilities and flexible work arrangements.”

A strategic review of Early Childhood Services to attend to the child care issues raised in this (and former) projects was a key recommendation. In particular it was expected that the review would cover:

- Opening and closing hours taking into account lecture times;
- Expenses;
- Capacity, including long-term, for student/staff needs;
- Age at which babies are accepted into ECE; and
- Provision of facilities at Tamaki

Early Childhood Education (“child care”) services at New Zealand Universities (June 2008) This was a benchmarking study looking at the provision of early childhood education services in New Zealand universities was conducted by the Equity Office at Victoria University of Wellington in April 2008. All New Zealand universities replied and the report provides valuable benchmarking data.

2. Key Findings Relating to Early Childhood Education

Much of the recent literature relating to quality early childhood education focuses on how participation in quality ECE enhances positive outcomes for children (both at the time and in later years). The University of Melbourne’s report on children, work and study includes references to key research and states:

“This research has resulted in a greater acceptance of the importance of high quality child care and this, combined with the social and demographic changes Australia wide, has increased the demand for quality child care services for young children.”

After a comprehensive search of relevant studies on ECE participation, Mitchell, Wylie and Carr (2008) conclude in Outcomes of Early Childhood Education:

“The existing research base shows positive outcomes (cognitive, learning dispositions and social emotional) of ECE participation for learners in the short and long term. These were most evident in centres rated as good quality in respect to responsive and stimulating adult-child interactions and rich learning environments and in centres employing qualified teachers, with adult:child ratios and group sizes that enabled teachers to work with small groups of children or interact on a one on one with individual children.”

They found that good quality outcomes are also enhanced by “family engagement with ECE teachers and programmes, where social/cultural capital and interests from home are included, and both family and teachers can best support the child’s learning”.

Qualified staff, low child:adult ratios, small group size and staff professional development opportunities are highlighted as critical to providing the conditions for the kind of teaching and learning that lead to quality outcomes for children.

Further key issues that arise in the literature that are of relevance to this review are:

- Staffing (qualifications, ratios, access to professional development opportunities and non contact time for assessment planning and meetings);
- Size and groupings of children;
- Involvement of and relationships with parents;
- The physical environment; and
- Other factors of relevance include affordability and hours of operation.

In the New Zealand context increasing the participation of Māori, Pasifika, low socio economic and rural communities in education is a key government strategy.

2.1 Staffing

“A robust body of research reviewed by Mitchell, Wylie and Carr (2008) shows that good quality ECE programmes support children’s learning and wellbeing, and that good quality is related to structural features of staffing that include staff: child ratios, staff qualifications, staffing stability, rates of pay and professional development.” (Mitchell 2008)

Qualifications

A clear correlation has been found between levels of teacher education and quality outcomes for children. Mitchell, Wylie and Carr (2008) stated that “positive associations with levels of ECE teacher education were consistently found.”

The New Zealand Government notes the strong correlation between quality ECE and teacher qualifications in “*Pathways to the Future*” which incorporated the goal that all education and care centres would employ registered teachers for at least 50% of regulated staffing positions by 2007. The difficulty in finding registered teachers and maintaining levels has been challenging for the ECE sector and is highlighted in responses to a Victoria University questionnaire sent to New Zealand universities regarding their provision of early childhood education services for staff and students. The same issue is noted in The University of Melbourne’s (2005) Report on Children, Work and Study.

Staff Stability

Mitchell (2008) notes the importance of staff stability for young children who require secure relationships with adults who know them well. In addition she refers to a US study that found high staff turnover affects quality outcomes for children:

“Whitebrook and Sakai (2003) provide US evidence that high turnover is linked to poorer quality of education and care and may affect children’s social-emotional and language development.”

Other costs associated with staff turnover are also noted:

“Staff turnover is likely to be associated with instability for children, administrative costs, and time spent on recruiting staff. Turnover makes it harder for services to sustain service wellbeing and build on professional development undertaken when new staff members have not participated in the professional development experiences. There are also costs to teacher education if a teacher is lost to the ECE sector.” (Mitchell 2008)

The results of the New Zealand 2007 national survey of ECE services (Mitchell, 2008) found that turnover of staff was exceptionally high (29% of ECE services employing paid staff had a turnover of more than 30% of their regulated staffing in the last 12 months) with many giving the reason for moving to be better employment conditions and for personal reasons. Employment conditions such as non-contact hours, staff meeting time, leave entitlements, employer subsidised benefits, workload and involvement in decision making were found to be a stronger reason for moving than pay. The study also found that employment conditions favoured teachers in community-based services over those in the private sector.

This level of turnover is a large percentage in a sector where most services employ a small body of staff.

Professional Development

Research into obtaining quality outcomes for children in ECE has shown that access for all teachers to staff professional development opportunities is an important factor.

“The research being undertaken by New Zealand’s Centres of Innovation (COI) and the Teaching Learning and Research Initiative projects offer examples of how ECE centres in New Zealand have approached building up teaching and learning processes that are associated with positive outcomes.” (Mitchell, Wylie and Carr 2008)

Mitchell and Cubey’s (2003) research into characteristics of effective professional development linked to enhanced pedagogy and children’s learning in early childhood settings found that:

“Professional development can make a valuable contribution to enhancing the kinds of interactions and curriculum knowledge that are associated with effective pedagogy and outcomes for children”

Access to non-contact and meeting time

The national survey of ECE services (Mitchell, 2008) found that access to non-contact time and meeting time were important components of employment conditions. Assessment, planning and evaluation were reported by teachers/educators to be the work they undertook most frequently during non-contact time. This was followed by “discussing work with other teachers/educators, collecting data and working on documentation, preparing resources, and administration” (Mitchell 2008). Fewer teachers/educators reported having no non-contact time compared with the 2003 study and while overall the frequency of staff meetings did not change from 2003–2007, they were found to be more frequent in community based education and care centres than in private education and care centres.

Ratios and Group Size

The research by Mitchell, Wylie and Carr (2008) found qualified staff working with children and high adult:child ratios linked to better gains for children. Mitchell (2008) further explains that

“High adult:low child ratios (i.e. more adults to children) are important in enabling adults to be responsive to children, and scaffold and stimulate learning. High adult:child ratios have been found in several US studies (Burchinal et al. 2000; NICHD Early Child Care Research Network, 1999)

to be especially important for the language stimulation of babies and toddlers.”

Factors that currently determine regulated age groups and ratios in New Zealand are the roll numbers, the ages of the children and whether the service is all-day or sessional. Ratios are set at:

- 1:5 for under two year olds;
- 1:6, 2:20, 3:30 etc for over two year olds in all-day centres; and
- 1:8, 2:30, 3:45, 4:50 for over two year olds in sessional centres.

A maximum number of 25 children under 2 and 40 children over 2 can attend an ECE service at any one time.

A new framework is to be implemented over 2009 and 2010 which will change the age band grouping into under 2½ year olds and over 2½ year olds. From July 2009 the ratios for under 2½ year olds will be 1:5 and for over 2½ year olds, 1:10. From July 2010 the ratios for over 2½ year olds will be 1:14 in sessional centres. Decisions are yet to be made about group size.

Mitchell (2008) notes that:

“These new ratios still fall short of recommendations for ECE standards in the US arising from the longitudinal NICHD study following more than 1,000 children (NICHD Early Child Care Research Network, 2002, 2006), which found a relationship between staff:child ratios (alongside qualified teachers and small group size) and child outcomes. These recommended ratios and group size are:

ratios: 1:3 at 6 and 15 months; 1:7 at 36 months.

Group size: 6 at 6 and 15 months; 8 at 24 months; 14 at 36 months.”

The New Zealand survey (Mitchell 2008) found that, while many ECE services had better ratios than required, a quarter of those catering for babies and toddlers “had poor ratios at least some of the time”. It is also noted in this report that:

“Small group size was also found by Mitchell, Wylie and Carr (2008) to be a contributing factor in obtaining quality outcomes for children.”

2.2 Parents

A key initiative of the government strategy in New Zealand has been towards greater empowerment of parents and whānau to be involved in their children’s early learning. The Mitchell, Wylie and Carr (2008) research found

“There were greater cognitive and learning disposition gains for children, and a reduction in antisocial/worried behaviour, in centres that encouraged parents to be engaged in their children’s learning, with a focus on educational aims.”

One way parents often become involved in Early Childhood Education is through participation on Management Committees (in not for profit or community centres). The national survey of ECE services (Mitchell, 2008) also considered the work of volunteers on parent committees found that:

“Committee parents are keen to contribute their areas of expertise to support ECE services. The reasons for parents serving on the committee or management were to help their own child/children (77 percent), contribute to community (66 percent) and improve outcomes for children (32 percent). Around a third of parents wanted to gain something for themselves — to meet other parents (35 percent), gain skills (28 percent), and learn more about children’s development (22 percent). More playcentre parents than other parents wanted to gain skills (44 percent). Half of these parents decided to go on the committee because they were asked.”

Most parents surveyed did gain from their committee/management work, especially:

increased understanding of the ECE programme (68 percent);

the satisfaction of making a contribution (67 percent);

seeing improvements for children (64 percent); and

friendship and social support (61 percent).”

The survey findings also note that:

“Kohanga reo committee members/office holders would like improved knowledge and training, and also more support from MOE and ERO. They would like to work more closely with parents. (But bear in mind that numbers [of responses] were low).

Education and care committee members would like a clearer distinction between governance and management. This links to the key role that 40 percent of these committee members said they had in recruiting and employing staff.”

2.3 Accessibility

The literature consistently refers to accessible quality early childhood education. Issues relating to accessibility include affordability, hours of operation, waiting lists, and location.

Affordability

In examining whether mothers of preschool children will enter the labour market, the research considered by Mitchell, Wylie and Carr (2008) noted that:

“Affordability, accessibility and quality play a key part in employment decisions but so too do other factors such as employment conditions, pay rates, parental leave policies, welfare benefits, taxation and views about maternal roles.”

The 1998 New Zealand survey on Childcare Families and Work found cost to be the biggest barrier to accessing ECE care and that this impacted on participation in work, education and training, particularly for women.

Affordability was also an issue raised in the “Children, Work and Study” report (University of Melbourne, 2005), which notes that even with the subsidies available, child care is still an expensive service and unaffordable to many families.

The New Zealand national survey of ECE services found that fees payable ranged from nothing to \$250 per week; however, in Auckland some centres are considerably higher (up to \$369 for Bear Park in Herne Bay and over \$400 in Remuera). The survey found cost to be one of two main reasons for parents not accessing more hours of ECE. (The other reason being that further hours were not available.)

The expense of ECE was also highlighted in The University of Auckland "Women Returning to Work" survey responses with a resulting recommendation that:

"The feasibility of deducting ECE fees from parents' and caregivers' salaries before tax be explored."

All of the respondents to Victoria University's benchmarking exercise reported they were participating in the Governments Free 20 ECE hours. Two commented that this had led to an increase in the number of hours for some children. One respondent referred to difficulty in providing the free hours within a crèche environment "and still retaining the part time enrolment system without increasing the fees too much". (Day, 2008)

Hours of operation and waiting lists

The 1998 report on Childcare, Families and Work found access to ECE and Care to be a barrier to participation in work and training:

"For 20% of all children, parents wanted either more hours of ECE and care, hours of ECE and care at a different time, and/or different types of ECE and care."

Problems accessing ECE and care were a barrier to participation in employment for 15% of parents, with mothers' participating in employment more likely to be affected."

The EEO Trust's survey on Parenting and Paid Work (2005) was completed by 4,475 New Zealand parents. The executive summary noted that:

"The one thing that workplaces could do to help parents be effective at work and at home is to provide some flexibility around working hours. This could include flexible starting and finishing times, or occasional time off during the day to see to family matters like medical appointments or school activities."

While the 2007 NZCER national survey of ECE services found that more services (than in 2003) were open for 40 or more hours per week, the report notes that:

"There is still some mismatch between the hours that ECE services are offering and the ECE services that are available and the needs of families. Despite extensions to opening hours and sessions, a quarter of parents would still like their child to attend ECE for longer. There are also pressures on education and care services from parents who want a place for their child. A minority of parents wanted to use ECE at different times than they were currently accessing.... In this survey 24%

of parents reported that their child was using more than one ECE service.” (Mitchell 2008)

It was noted that the survey only covered parents currently using ECE and so parents’ real needs will be understated.

More specifically, the review of “Women Returning to Work” at The University of Auckland found that the hours of operation for ECE centres on campus did not always fit in with hours of work. A Draft Timetable Policy currently under consideration at the University may also impact on the need to review operational hours of the ECE centres. It is important to note however that the provision of longer hours does not necessarily mean longer hours for children.

The results of the National Survey of ECE services found that fifty-six percent of parents were participating in paid employment and 21 percent were undertaking training/study. Mitchell (2008) also notes that:

“Robertson (2007) found that 35 percent of 331 families surveyed experienced a “care gap” between the number of hours mothers were working and the number of hours children were attending ECE although they did not ask how parents addressed the “care gap”. Note that Robertson’s survey under-represented parents with no qualifications and over-represented parents with tertiary qualifications. In this NZCER survey, 20 percent of families use an ECE service for fewer hours than they were in work or study for. The main other arrangements made were for partners or other family members to care for the child during this time.”

Issues related to capacity and waiting lists were raised in the Victoria University benchmarking study. One respondent reported plans for a new purpose built centre. Other comments included:

“Capacity is our biggest issue ... with very little alternative facilities in the CBD.”

“Already we have a waiting list of 40 under 2’s who will not be offered a place this year. University staff from overseas are not impressed by our facilities being full when the University advertises ECE facilities.”

Location

Accessibility for some parents will relate to ECE being available near the home but for others it will be more important to be near the place of work. The 1998 study on ECE, Families and Work found that “the number of parents who reported using an ECE centre provided by their employer and/or having an employer pay towards the cost of ECE was very small, indicating that these arrangements are rare”.

The executive summary of findings from the EEO Trust’s on-line survey on parenting and paid work (2005) noted:

“Affordable, quality, conveniently located childcare is also important to working parents, with a number of respondents saying how helpful it would be to have childcare facilities located close to work.”

A recent article published in the Galt Global Review (Wood, 2001) highlights an increase of workplace ECE centres due to a shift in thinking away from

corporate sponsored ECE being an expensive liability, towards family supportive companies having a competitive advantage. The article refers to a 1997 study conducted by the Graduate School of Management at Simmons College and Bright Horizons which looked at the importance of ECE in the workplace, and its impact on both employees and employers. The study concluded that ECE was an increasingly important issue facing corporations and employers across the country.

Studies cited by Wood found the specific advantages in having a family supportive company as:

- Improved recruitment with the availability of ECE on site being found to be an important factor in the decision to join a company;
- Workplace ECE playing a significant role in employee morale and productivity:

“87% of parents worry less about their children’s safety and well-being with work-site child care. This peace of mind results in higher productivity and job satisfaction.”

- Lower absenteeism; and
- Reduced turnover.

An earlier extensive study conducted through a research institute at Portland State University (Emlen and Koren, 1984) had similar findings which were:

- Child care was hard to find and hard to manage;
- Family structure and ability to arrange child care have an impact on the workplace in the form of absenteeism and stress; and
- Company policies and work requirements also affect families, employee stress level and ability to be at work.

The University of Melbourne’s findings from their 2005 child care needs analysis refers to research that shows the demand for child care in Australia is higher than can be met by the current services. The report notes that:

“Wherever the University students or staff reside child care demand can be expected to be high.”

The findings found proximity to the university to be one of the valued qualities of the university services.

“The Women Returning to Work” (2007) survey conducted by The University of Auckland also indicates that many respondents wanted ECE at the University, and associated with that has been the issue of parking availability. The issue of no ECE facilities at the Tamaki Campus was also raised.

Given the demand for quality ECE places it cannot be assumed that families will be able to access quality centres near their home or within close proximity to the campus at which they work or study. The University of Auckland ECE Management 2008 Business Plan includes a section on Market Share and notes that:

“Within the Auckland City area there are 334 services providing early childhood care. Of these, 236 are educational and care facilities similar

to that operated by the University of Auckland. Of these, only 13 are within the CBD and a number of these are corporate sites just for the employees of the organisations e.g. TVNZ Educare”.

2.4 Physical Environment

Mitchell, Wylie and Carr’s literature review into quality outcomes, found physical environment to be one of the aspects that impacted on quality. One English study in particular (The Effective Provision of Pre-School Education) found: “better physical environment and space was associated with decreased antisocial and worried behaviours.”

Mitchell, Wylie and Carr’s research also looked at studies which considered how ECE can support family functioning. Two in particular, Duncan, Bowden, and Smith (2005) found that “the provision of a private space for adults to talk were among the factors that were regarded as supportive conditions”.

Wider Services and Facilities

While the provision of before school, after school, and school holiday care are not the primary focus of this strategic review they do have application as a component of the wider provision of ECE services and facilities.

The survey conducted by the Department of Labour and the National Advisory Council on the Employment of Women (1998) found that the:

“Highest demand for different types of ECE and care was in the provision of before and after school care programmes.”

A survey of Work, Life and Family Responsibilities at The University of Auckland 2005 (cited in “Women Returning to Work” 2007) asked how the University could provide more support for staff with family responsibilities and found that:

The majority of suggestions for improvements related to more flexible employment, promoting a ‘family friendly’ workplace culture, the need for improved childcare facilities, after-school care and holiday programmes and better parking arrangements for staff with children.”

One of the recommendations made in the “Women Returning to Work” report was that “the Strategic Review of Early Childhood Education Centres be progressed to attend to the childcare issues that were raised in this (and former) projects”.

C. BENCHMARKING

1. Introduction

The terms of reference for the Strategic Review of Early Childhood Education Centres, Facilities, Services and Kohanga Reo at the University of Auckland included benchmarking with other institutions in U21, Go8 and New Zealand universities for examples of best practice.

2. Methodology

A survey (Appendix 1) asking about the provision of early childhood education services and facilities was sent to:

- all New Zealand universities;
- the Group of Eight (Go8) Australian universities; and
- a selection of Universitas 21.

Unfortunately, while The University of Auckland had contributed to a benchmarking exercise looking at the provision of ECE services conducted by The Victoria University of Wellington, the study was not known by those on The University of Auckland reference group and so it was not possible to design the benchmarking survey to build onto data that had already been collected. The findings from Victoria's report have however provided useful information which has been incorporated into this review.

A total of seventeen surveys were returned from fourteen universities (six from New Zealand, five Australian, one Canadian and two British universities). Two universities had more than one respondent relating to different centres at different campuses. Respondents described their positions as:

- Childcare Centre Co-ordinator;
- Childcare Services Manager;
- Director of Childcare Services/Association;
- Centre Manager;
- Director of Centre/s;
- Kaiwhakahaere;
- Project Manager Childcare Services;
- Childcare centre Administrator.

Benchmarking information from three reports describing the findings of research carried out by universities into the provision of early childhood services has also been incorporated where appropriate.

These reports are:

- *Children, Work and Study: University of Melbourne Child Care Needs Analysis (2005)* Produced in collaboration by the University of Melbourne's Child Care Advisory Committee, Children's Services Student Programmes and the Student Union;
- *Early Childhood Education ("child care") services at New Zealand Universities* (Victoria University of Wellington, June 2008); and
- *Women Returning to Work: an analysis of women's experiences in returning to work from parental leave with recommendations on*

strategies to eliminate barriers (2007). A joint project conducted by the Association of University Staff (AUS) and The University of Auckland.

In addition, a web search was also conducted on New Zealand and Group of Eight Australian universities and information gained from this has been included where practicable.

3. Key Findings

Key findings have been grouped into similar categories to those used in the literature review. All data has been collated and is attached (New Zealand, Appendix 2; Australia, Appendix 3; Other U21 universities, Appendix 4).

The position held by the respondents and the amount of direct involvement they have in centres to some extent affects the information provided. Information obtained in the appendices is made up from the survey responses and/or websites.

3.1 Website Information

University website information relating to their provision of ECE facilities and services varies enormously. The University of Auckland City Campus and Auckland University of Technology have the sparsest information with names of centres and contact details only. Exemplars of websites include details and pictures of centres, enrolment and waiting list information, routines, staff details, examples of programmes, philosophy, policies and procedures, parent newsletters, copies of reports and reviews relating to the centre. The University of Waikato Campus Crèche (<http://creche.waikato.ac.nz/index.php>) provides a good example as does Te Puna Kohungahunga at the Epsom Campus of The University of Auckland (<http://tepunakohungahunga.maori.nz/>). There is also a great variation in accessibility of the information relating to child care/ ECE services on university websites with some requiring a great deal of perseverance to locate.

3.2 Provision of Early Childhood Education facilities

The benchmarking information (survey responses and/or website search) found that all the universities in the study (New Zealand, Australian Go8 and three other U21 universities) provided ECE facilities for preschool children.

The University of Melbourne's 2005 child care needs analysis report includes an analysis of how other organisations, in particular universities, are dealing with child care issues:

"Worldwide there is an understanding that child care is a critical issue for universities, their staff and their students. The rationale is the same, for universities wanting to attract the best and meet contemporary equal opportunity requirements; child care is seen as fundamental. While the responses from universities internationally are varied, increasingly they involve direct provision of care, plus a range of subsidies, scholarships and other supports which assist with the care.

Major universities, such as those in Universitas 21 (the international network of leading research universities) and the Group of Eight (Go8 – Australia's leading research universities) that share many of the goals, values and high status of the University of Melbourne, are active in addressing the issue. Their role in providing access to childcare is

seen as part of their goals to be family friendly universities and in particular, to be able to attract women both as employees and as students.”

Several respondents to the benchmarking survey stressed the importance of providing quality early childhood education to their university:

“UBC policy is to provide exemplary child care by offering a continuum of services tailored to meet the needs of families accessing the University. Quality childcare serves the best interest of children and families in a partnership of parents, professional caregivers and support staff. UBC CCS accepts the role of care provider in order to support and enhance the family within the university setting.

Vision: The university is a direct beneficiary of Child Care services through its positive reputation as a progressive employer, enhanced recruiting of faculty, staff and students, strengthen the University Town, enhanced research in early childhood education and further extension of the UBC commitment to Life long learning.

The university has discovered that access to childcare is a critical recruiting tool. Mature students (graduate and PhD students as well as Faculty and Staff).” (University of British Columbia)

“VUW has long supported the provision of high quality ECE services for students and staff. This provision has increased as numbers of students and staff has grown. The Manager ECE Services believes that the university management sees EC services partly as a recruitment and retention tool, and also as fulfilling a commitment to equity.” (Victoria University of Wellington)

“Childcare provision forms a part of the University’s comprehensive range of ‘family friendly’ policies offering places for both staff members and students. Our opening hours are influenced by the hours of students’ lectures and our service is regularly reviewed in the light of user feedback.” (University of Nottingham)

The University of Sydney did not respond to the benchmarking survey however their Policy on Children on University Premises provides useful insight. The policy “is intended to ensure: equal opportunity for scholarship and employment to those who are responsible for care of children, and the health and safety of children on University premises”. The background information to this policy states:

“In Australia today it is increasingly acknowledged that family responsibilities (especially those relating to dependent children) directly impinge on employment and educational opportunities. Within the context of higher education, it is clear that such responsibilities have significant impact on the educational opportunities of students and the employment opportunities of staff.

There is not precise information concerning the members of this University who are responsible for young children. However, the figure is likely to be high. It is known that within the Australian population at large more than half of the mothers of pre-school aged children and two-thirds of those with school age children are currently in the work force. Further, as women’s levels of education increase, so does the likelihood that they will remain in paid employment after the birth of

children. It is important, too, to note that over 95% of the fathers of young children in Australian Society are in paid employment.

The International Labor Organisation has recognised that many workers, both women and men, have domestic responsibilities and that these may, at time, impinge on workplace responsibilities (Convention No 156 and Recommendations 165, 1981). As an equal opportunity employer, the University has an interest in supporting its members to balance the various demands they face as workers and as people with family responsibilities.

Consistent with these observations, the University of Sydney recognises that:

- family responsibilities impinge on all aspects of an individual's life and are not confined to be 'private' sphere. The ways in which such responsibilities impinge on work and education means that they are the concern of the University as a whole;
- family responsibilities affect both women and men;
- students and staff should have access to the same educational and employment conditions regardless of their status with respect to dependent children."

3.3 Staffing

Research into quality early childhood education has found staffing to be a key issue. In particular staff qualifications, staffing stability, staff, child ratios, access to professional development and non contact time are cited as important factors which affect outcomes for children.

Qualifications

Every country has its own legal requirements relating to qualification levels required in Early Childhood Education Centres. Findings from New Zealand are the most relevant for this review. The Government's ten year strategic plan incorporated the goal that all education and care centres would employ registered teachers for at least 50% of regulated staffing positions by 2007 and by 2012 all regulated staff in teacher-led ECE services will be fully or provisionally registered.

The responses to the question regarding the proportion of qualified staff in centres varied. However, of the responses from New Zealand universities, one indicated they had already met this standard:

"All regulated teachers are qualified and registered." (Victoria)

And others are working towards it:

"Trained staff members appointed from professions whose qualifications are recognized by NZQA and ministry of ed – working towards 100% trained and registered." (Waikato website information)

From the information received, it appears that one of the ECE centres at The University of Auckland currently has the lowest proportion of qualified staff (although still meeting government regulations with 50% of staff being described as qualified). The University of Auckland ECE Management Plan 2008 Business Plan notes that:

“Sourcing trained teachers in Auckland is very hard with at least 150 full time positions available. A consequence of this demand has been the soaring costs of employing trained staff. This looks like remaining a short to medium term problem.”

This difficulty in finding registered teachers and maintaining staffing levels has also been challenging for other universities as highlighted in responses to the benchmarking exercise undertaken by the Victoria University of Wellington:

“The lack of trained teachers for relieving is a major problem when we have two centres operating at 100% [fully trained staff].”

“Operating with about 80-90% trained staff; however this is really hard to maintain as other particularly private centres offer huge pay rates for staff to work for them.”

“Difficulty finding registered teachers when needed. Difficulty finding relieving teachers, esp registered. These two factors make it difficult to maintain MoE funding levels.”

Similar points were made by respondents to The University of Auckland benchmarking survey:

“We have had a strong focus for a number of years of employing trained or in-training staff. This is difficult due to the number of vacant positions available across [our city] and the cost of travel for people to come to the inner city.”

“The other issue is the recruitment and retention of quality staff. As we are in a rural area the cost and time pressures of commuting can influence potential staff.”

While a specific question related to the salaries or turnover of staff was not asked, the general comment section elicited the following response:

*“We have a very low turnover of staff. This is because we work under better pay and conditions than many in our sector, and also because the centres are resourced to support high quality practice. We have lots of part time staff, although this does present challenges in providing consistent staffing. Full time staff work a nine day fortnight.”
(Melbourne)*

Ratios

Qualified staff in a high adult to low child ratio situation is linked with the best outcomes for children. In New Zealand roll numbers, ages of the children and whether the service is all day or sessional are regulated.

Ratios are currently set at:

- 1:5 for under two year olds;
- 1:6, 2:20, 3:30 etc for over two year olds in all-day centres;
- 1:8, 2:30, 3:45, 4:50 for over two year olds in sessional centres.

A maximum number of 25 children under 2 and 40 children over 2 can attend an ECE service at any one time.

Responses from the New Zealand universities indicate that the adult to child ratios are higher than required (refer to Appendix 2).

Four of the Australian university respondents commented that their ratios exceed all federal and state regulations. Some gave more detail than others in their responses with one university explaining that ratios varied according to the number of children who were not fully toilet trained in the two–three year old age group. (Appendix 3)

The most favourable adult:child ratios appears to be at the University of Nottingham ECE centres which report a ratio of 1:2 for babies, 1:3 for toddlers and 1:7 for 3–5 year olds. (Appendix 4)

The University of Auckland ECE Management 2008 business plan states that:

“At the University of Auckland early childhood centres we aim to provide a 1:3 adult child ratio for under 1 year old children, a 1:4 adult to child [ratio] for 1 to 2 year olds and a 1 adult to 9 children over the age of two. At some times of the day our ratio is much better than this.”

Professional Development

All respondents indicated a commitment to the professional development of staff and the respondent from Lincoln made the following comment:

“As a centre associated with Lincoln University it is important for us to maintain the integrity of on-going professional and personal development where we endeavour to employ trained staff.”

Many respondents indicated that planning for professional development was incorporated into their developmental appraisal processes.

In addition to opportunities for individual staff development, some universities/centres reported having designated staff development days for centre professional development (e.g. UOA Epsom ECE Centre, Massey, Victoria, Melbourne, Nottingham):

“3 staff only days per year plus PD required for all teachers; well supported by each centre. Formal and Informal PD. Staff are registered so PD a essential component.” (Victoria)

“Close services for two PD and planning days during non teaching time.” (Melbourne)

The University of Melbourne also mentioned making use of University ECE academics to assist with professional development. Others mentioned the option for staff to also take advantage of professional development opportunities offered by the university that were either relevant to their own development or to appropriate university initiatives.

“Waite has a focus on sustainable living so staff are currently receiving additional PD in this area.” (Adelaide University)

Access to non-contact and meeting time

Staff meeting time varied from once a month to once a week with the majority reporting meeting fortnightly for two hours. In most instances meetings have to be taken outside of normal work hours and staff were either paid or could take time in lieu:

“Staff meetings are held regularly at all the centres. Staff meetings are held out of hours. Staff are entitled to T.I.L. for attending staff meetings. Dinner is provided to the staff at the meetings.” (UNSW)

The University of Waikato seems to be an exemplar in that it has a programme release team. In addition to providing specialised programmes for children, this team enables each centre to hold a weekly meeting during normal working hours.

A specific question related to the amount of non-contact time for staff was not included in the benchmarking survey.

3.4 Parents

The question asking about the provision for parents to be involved in the centre was interpreted differently by the respondents. A few mentioned that there were opportunities for parents to be involved in the management of the centre:

“Parent Advisory group at both centres of 8-10 parents meets monthly. Parent from each centre on Board of Management.” (Adelaide)

Most, however, spoke about welcoming parents into the centre and several mentioned special activities for family gatherings:

“Parents are considered to be active participants in the learning community and as such are included in all aspects of centre life.” (Massey)

“Families are encouraged to drop in at any time, many mothers come over to breastfeed, and new families will often drop in to see how their child is going. There is a lot of social contact between families, especially at the end of the day. Families also contribute to programmes, repairing equipment, social events, assisting with policy development etc. We foster a strong sense of community with our families” (Melbourne)

“Each centre has an open door policy. Families are encouraged to participate in the programme. They can contribute to the programme in a wide range of ways. Each centre has its own social gatherings, fundraising events, excursions that invite parents to attend. Families are encouraged to stay and play, read or eat lunch. Each centre has its own traditions in terms of family get-togethers.” (UNSW)

“Contribute to CCS Newsletter; volunteer to help out on trips / swimming / yoga bugs; parent meetings x 2 year and parents involved half termly in reviewing child’s individual plan; family fun days (usually Saturdays); contribute to home books (sent home daily with child, encourages sharing of information between home and nursery).” (Nottingham)

Some centres specifically highlight the importance of family involvement on their website:

“The first objective in any collaborative partnership concerning the education and care of children is to develop an environment where parents/whanau members and the community feel welcome at all times.” (Lincoln)

“Families have opportunity to participate at all levels and all times with their children’s care and education” (Sydney)

Two of the respondents mentioned innovative ways of involving parents:

“Parents are welcome to spend as much time as they like in the programme. We also have parent duty spots where they can help bridge the ratio at the beginning or the end of the day for a small fee reduction.” (UBC)

“Difficult to engage parents due to being work/study based and parents having work/ study commitments. Considering Blog for childcare services.” (Nottingham)

3.5 Accessibility

Access to quality early childhood education is a key goal in the New Zealand Government’s Strategic Plan (Pathways to the Future 2002). Key factors which relate to access include affordability, hours of operation, waiting lists, and location.

Affordability

In relation to benchmarking information gathered on fees charged, the responses from the New Zealand universities are the most relevant (refer to appendix 2). In New Zealand, universities’ charges for students (which include five centres that appear from information received to charge a flat rate for staff and students/community) are as follows:

Weekly

\$133 - \$250 for under 2 year olds with the average rate being \$175.61

\$123 - \$235 for over 2 year olds with the average rate being \$148.01

Daily

\$33 - \$48.50 for under 2 year olds with the average rate being \$36.83

\$30 - \$45.00 for over 2 year olds with the average rate being \$33.85

Hourly

\$4.05 - \$5.50 for under 2 year olds with the average rate being \$4.95

\$3.40 - \$5.50 for over 2 year olds with the average rate being \$4.48

For staff and community the average rates for those who have separate charges from students are:

Weekly

\$189.52 for under 2 year olds

\$174.05 for over 2 year olds

Daily
\$41.78 for under 2 year olds
\$38.52 for over 2 year olds

Hourly
Not averaged as only information from one centre provided an hourly rate for staff and community

One of the government strategies initiated to address issues related to affordability has been the introduction of 20 hours free of ECE for three and four year olds attending teacher-led services. The Victoria University of Wellington benchmarking report found that all New Zealand universities have decided to participate in the 20 hours free option.

“One of the universities commented that they “have received very positive feedback from parents on this” one university commented in relation to this programme that “the 20 hours free has really taken up space” as parents are able to take up extra hours at a greatly reduced cost once their child turns three years oldOne respondent mentioned the difficulty of providing “20 hours free .. and still retaining the part time enrolment system without increasing fees too much.””

The University of Auckland’s ECE Management 2008 Business Plan notes that:

“The implementation of the optional “20 hours free” policy introduced by the Government has assisted in reducing the cost of care for 3-5 year olds. Unfortunately it does so at a level which does not meet the operating costs of the service.”

Victoria’s benchmarking survey also included the question “to what extent does your institution subsidise childcare?” The report notes that:

“Response to this question varied. This was expected, since operating within a much larger institution would have many individual items to do with the financial management and day-to-day management to negotiate. Subsidies in the rates were mentioned by two universities.”

A few respondents to the benchmarking survey mentioned that their university was providing some level of subsidy to enhance affordability.

“Financial support is provided, particularly to the student crèches, to keep fees at as manageable level as possible, yet still provide excellent staff:child ratios of qualified teachers.” (Victoria)

“General policy of support and commitment to provision of EC services for students and staff; centres for children of students in particular receive some financial support to allow longer opening times during trimesters when classes run after regular closing times of centres.” (Victoria)

“The university does have an established practice of providing support for the provision of a university-affiliated community based childcare service (in effect a ‘preferred provider’) to meet the needs of both staff and students. This support includes the provision of rent free buildings for the service and a significant annual grant to assist with the service.”

*Their support equate to over 7.5% of the revenue for the provider.”
(Otago)*

*“I think the key issue in benchmarking is the level of support the University provides for early childhood services. Here the University provides annual funding to Children’s Services. This covers some of the additional costs of having staff directly employed by the University and covered under the Higher Education Workers award and Enterprise Agreement. Our pay rates are higher than in the community or for-profit early childhood sectors. Funding also enables us to charge lower fees for students, and they can also access a shorter year.”
(Melbourne)*

Hours of operation

Another issue relating to accessibility involves the number of hours available to parents and whether that amount of time will meet their needs.

Responses to the benchmarking survey show that the centre providing the longest hours will be a new centre currently under construction at Monash University on the Gippsland Campus. This centre will be open from 6.30 a.m. until 6.30 p.m. For most centres, in New Zealand and overseas, the earliest opening time was 7.30 a.m., with others not opening until 8.00 a.m. or even 8.30 a.m.

Within New Zealand the majority of university child care centres close at 5.15pm or 5.30pm, with the exception of the Canterbury College of Education centre (Te Ao Tamarki) which closes at 5.45pm. Two ECE centres also noted that they provide extended hours for students if required. These were Massey Albany Campus which offers extended hours until 6.00pm during exam time and the Farilie Terrace Centres at Victoria which normally closes at 5.30pm but allows students to book until 6.15pm if to attend lectures.

The majority of ECE centres in the benchmarked Australian universities closed at 6.00pm.

The balance of full-time versus part-time options is also important for parents particularly within the university context. The University of Auckland ECE Management 2008 Business Plan, notes that staff are likely to require full-time care where as students may be looking for shorter term care. Most universities included in the benchmarking exercise offer full day and sessional care options with sessions usually being either four or five hours long.

The New Zealand benchmarking exercise undertaken by the Victoria University of Wellington analysed full-time versus part-time places from seven respondents reporting on the number of children enrolled in the week 31 March to 4 April 2008 and found:

“In every case children attending full-time were in the majority

One institution offers full-time places only at all centres

The institution with the highest number of part-time attendees had 42% of children attending 20 hours or less per week

Four of the seven respondents had between 15% and 20% of children attending 20 hours or less per week.”

From the information received it appears that the majority of university centres cater primarily for the children of students and staff and then, if places are available, places are offered to the wider community. The exception to this was at the Monash Gippsland Campus childcare centre where 70% of the children come from the community.

Many of the centres have established priority criteria for enrolment with the majority being for children of students in the first instance.

One of the centres at The University of New South Wales is designated for the children of staff and at Victoria University of Wellington two centres are provided solely for the children of staff and post graduate students.

Waiting lists

The length of waiting lists will have an enormous bearing on accessibility for ECE. Many of the respondents provided the number of children on the waiting list but not the consequent length of time that children remained on that list. Of the New Zealand University ECE centres which stipulated waiting times, the two centres catering for staff and post graduate students at Victoria reported that with approximately 40 children on the waiting list "some children will never get places". The ECE centre at Lincoln University has a minimum of a one-year wait.

The Victoria University benchmarking exercise also enquired about the length of waiting lists asking, "As of at 31 March, did you have children who were eligible to start, but were waiting for a place to become available". The report states:

"All of the nine respondents operating at least one licensed early childhood service confirmed that they have children who were eligible to start in the survey week but waiting for a place, i.e. they are on a waiting list.

The numbers of children on waiting lists varied, but seven out of the nine had more than 50 children on a waiting list and one respondent had 115 children on a waiting list as at the survey week.

The smallest waiting list was 12 children, although it was noted by that respondent that the waiting list had been greatly alleviated by a new crèche that opened very recently."

Of the respondents to the question on length of waiting lists in The University of Auckland benchmarking exercise, The University of New South Wales reports a waiting list of over two years with the highest demand for 0-2 year olds. Students and staff are advised to put babies' names down at birth.

The University of Melbourne currently has approximately 300 children on the waiting list for two centres.

The longest reported waiting time is at the University of British Columbia with the respondent to the survey reporting that for under three year olds, the current waiting time is 2.5 years with over 600 on the list. The wait for 3-5 year olds is 2 years with 300 on the list. A new centre catering for 5 new programmes is currently under construction and will provide 108 additional places.

Many universities advertise their ECE facilities as recruitment incentives for staff and students; however the danger with long waiting lists is that space may not be available to fulfil those incentives. The University of Adelaide reported a strategy of holding some places:

“Re waiting lists, we try to maintain enrolments to ensure siblings and campus families can access care when needed. We do not always fill vacancies if we have campus families who will require childcare in the next few months. We frequently have families coming from overseas on our waiting list.”

In advertising and thus implicitly promising the provision of ECE facilities, the reality of often long waiting lists means that universities may be opening themselves up to potential legal liability.

3.6 Management

Information received on management structures varied and in most instances there are different reporting lines for centres within the same university. This is likely to relate to how they were originally established (e.g. through initiatives of staff or students).

Reporting lines for ECE centres within New Zealand universities includes the following:

- **Student Administration**
Responsible to Student Administration and Managed by ECE Management [An external management company] (UOA);

Kaiwhakahaere/Manager Supervisor reports to Associate Dean Māori and the Management Committee. The Associate Dean Māori has signing authority for staffing and major items and reports to the Group Manager, Student Support, Student Admin. (Te Puna Kōhungahunga, UOA);

Governance Committee comprising of Chair (University employee). Members, lecturers teaching ECE, Parent Representative, Centre Manager. Licensee is someone nominated on behalf of the Committee. (Epsom Child Care Centre, UOA);

Crèche is part of the Early Childhood Services and as such comes under the Director, Student Services. (Victoria).
- **Director of Finance**
Licensee is a member of the University Administration Staff who does not work directly in the centre. Governed by the University Finance Director whom the Supervisor reports directly to. (Lincoln)
- **Students Association**
Student owned and governed (Montana Early Childhood Centre, and Ilam Learning Centre Canterbury)
- **Other**
Owned and administered by the University of Canterbury. Governance committee comprising of licensee, accountant assigned to ECLC, HR Advisor and two parent representatives elected from the parent

committee. Manager responsible for overall management of the centres. Reports to licensee and the management committee. Head Teacher and Assistant Head Teachers in each centre report to the manager. (Early Childhood Learning Centre and Te Ao Tamariki, Canterbury University);

The centre is an incorporated society and runs its own affairs separately from the University Management Committee. It includes: 6 elected parent reps; 3 appointed university reps; 3 AUSA reps; 1 Director; 4 section managers. (Massey University);

A chartered ECE Service administered by the Director and an elected Management Committee. Two parent representatives for each centre. It is financially supported by the University of Otago for staff and students children and operates 3 ECE centres on campus and one at College of Ed and an after school/holiday programme. Head teacher and Assistant Head Teacher in each centre. (Otago);

Governed by a charitable trust, made up of a representative appointed by the UOW VC, rep appointed by School of Ed, four parent reps, up to three community reps, centre staff rep and Director of Crèche. (Waikato).

Information relating to the management structures for universities in the Go8 and U21 is even more varied. Reporting structures include:

- Incorporated Association/Society (Children's Centre Waite Campus and Adelaide Campus, Adelaide; Kanga's House, NSW; University Preschool and ECE Centre, ANU);
- Centre Directors → Manager Children's Services → Director Wellbeing Services → Provost (Swaston and Queensberry Children's Centre Melbourne);
- University Co-operative (Melbourne University Family Club; Monash Children's Centre Co-op Ltd and Monash Family Co-op; UniCare, UWA);
- Advisory Board accountable to Director of Human Resources (Honey Pot and Tigger's Place UNSW);
- Student Union (Pooh Corner Child Care Centre, Monash);
- Faculty of Education (Monash Peninsula Centre); and
- Registrar (UWA Childcare Centre; Nottingham).

Refer to Appendices 2, 3 and 4 for full descriptions of management structures.

3.7 Physical Environment

The benchmarking survey asked if each ECE centre had been purpose built. However, it appears from the responses that some respondents may have interpreted this question as including existing buildings either placed on site as ECE centres or modified existing buildings. The intent of the questions was to find out if the centre had been originally designed and built as a high quality ECE centre.

University Early Childhood Centres that were described by respondents as purpose built are:

- The University of Auckland (Symonds Street Child Care Centre; Park Avenue Infant and Toddler Centre; Park Ave Childcare Centre; Hineteiwaiwa Kohanga Reo and Te Puna Kōhungahunga);
- Canterbury University (Walker Unit; Te Ao Tamariki; Ilam Learning Centre);
- Lincoln University Early Childhood Centre;
- Massey Childcare Centres Inc (four centres);
- Otago University College Centre;
- The Victoria University of Wellington described Tui House as not purpose build but recently re built to a specific plan;
- Adelaide University Waite Campus Children's Centre;
- University of New South Wales (four centres); and
- Nottingham University Day Nursery.

The University of British Columbia Childcare Services is the largest facility (and in addition to a large number of places for preschool includes a programme catering for 137 5-12 year olds). The space is reported as being a customised designed space for fifteen programmes and renovated space for a further two which still exceed licensing requirements.

Licensing requirements include the minimum number of square metres that must be provided for each child inside and outside. Space, either inside or outside was identified as being problematic for many of the centres with either their indoor or outdoor space being described as merely adequate:

"Indoor space is larger than required, outdoor space is limited yet is compliant". (UNSW, Tigger's Place)

"Inside adequate outside generous." (Massey University, Albany Campus Childcare Centre)

The following centres in New Zealand universities were described by the respondent as having large, spacious, extensive or generous areas indoors and outdoors:

- Canterbury University (Te Ao Tamariki, College of Education Campus);
- Massey Childcare Centre Inc (four centres);
- Victoria University (Kea House and Tui House Early Childhood Centres);
- The University of Auckland, (Park Avenue Childcare Centre);
- Otago University Pre School Centre.

Waikato University did not respond to the benchmarking survey however their website provides descriptions and photographs of their four ECE centres one of which is described as having beautiful grounds.

It appears there may be a correlation between the provision of indoor and outdoor space and the proximity of the centres to a city. Space (indoors and/or outdoors) is likely to be more restricted.

Respondents were also asked to comment on facilities for the early childhood education staff and for parents. In the responses regarding staff facilities it was not always clear whether an office was doubling as a staff room or vice versa. However from the responses, good staff facilities included the following:

- separate office/s;
- staff room, with comfortable chairs, kitchen and, in one centre, a TV.;
- easy access to computers for staff (including lap top) and internet connections;
- Library with in-centre resources;
- Shower; and
- Meeting space with adult furniture.

Responses from the following centres indicate particularly good staff facilities:

- Lincoln Childcare Centre, “a new staffroom with 2 computer stations, kitchen, meeting table, couches and own private courtyard.”;
- Massey Childcare Centre Inc which provides “staff rooms, non-contact rooms and a shower.”;
- Kea House and Tui House at Victoria University which have staff rooms/offices, computers including lap top and in-centre resources including books and journals; and
- Munroe Childcare Centre, University of Queensland “separate staff room with a kitchen, TV etc”.

The responses relating to whether there was provision for family/whanau space in the centres were varied with the University of Victoria being the only respondent who mentioned dedicated space:

“Parent’s room for crèche parents/children to use to catch up on study or have tea/coffee and enjoy a few moments peace and quiet.”

Some centres which have good staff facilities also allow parents to use the space:

“No separate space but parents are welcome to utilise staff facilities if there is a need.” (Lincoln)

“Families are welcome to utilise any space within the centre including the staff rooms.” (UNSW)

Most of the others mentioned having a couch or other adult furniture in the centre which parents could use.

3.8 Kohanga Reo/Kohungahunga

Information relating to the provision of Kohanga Reo and Kohungahunga in universities was difficult to find within the time frame available for the benchmarking exercise. Responses to the survey were received from:

- Hineteiwaiwa Kohanga Reo (UOA City Campus);
- Te Puna Kohungahunga (UOA Epsom Campus).

Through a website search a further two centres were identified but no information was received regarding these centres:

- Araiteuru Te Kohanga Reo (Otago University);
- Te Whare Kohungahunga O Ahumairangi (Victoria University);
- Te Ura Karka Kohunga Reo (Massey University).

3.9 University Early Childhood Education Centres as Exemplars

A number of universities highlight their early childhood education centres as exemplars or centres of excellence.

The University of Melbourne 2005 report on Children, Work and Study discusses how:

“The University’s children’s services centres have been used as exemplars to highlight best practice teaching and learning with undergraduate programs, visiting international scholars and as sites for data collection for doctoral students. Staff employed within the University’s children’s services centres have also been part of contributing to teaching and learning within undergraduate on-campus and offshore programs.” (Dr Kylie Smith)

The New Zealand early childhood education curriculum “Te Whariki” is highly regarded internationally. We are also internationally recognised as having all ECE services for 0–5 year olds under the umbrella of the Ministry of Education. Many academics and educators in ECE are in demand as speakers at prestigious conferences around the world and we attract high numbers of international visitors to New Zealand who wish to visit centres to see exemplars of ECE. Early Childhood Education Centres situated within universities are in a prime position to become exemplars of ECE.

4. Findings Relating to Wider Services and Facilities

The terms of reference for The University of Auckland's Strategic Review includes the consideration of the needs for wider ECE services and facilities e.g. school holiday and after school care programmes and breast feeding facilities. The benchmarking survey asked respondents to comment as to whether there was provision for these wider services at their university.

4.1 After school and/or school holiday care

Five of the Australian Go8 and/or U21 universities who responded to the survey provide after school and/or school holiday care. Of these, two exemplars appear to be:

- UBC for providing the most extensive service. The university offers extensive programmes with wrap around school hours and full time in summer holiday programmes. One programme caters for 27 five year olds and another catering for 110 6-12 year olds. Further facilities are currently under construction.
- Monash for school holiday care:

"MUSHP [Monash University School Holiday Programme] is a workplace sponsored program that provides school holiday care for primary school aged children of Monash University families and the local community. MUSHP is accredited with the National Childcare Accreditation Council (NCAC), recently achieving a result of High Quality across all 8 Quality Areas (QA).

MUSHP is a leader in the field of Outside School Hours Care programs, constantly striving for excellence in service, programming and staffing. The program has been running on Clayton campus since 1988, providing a safe, inclusive and challenging environment for primary school aged children. MUSHP prides itself on community engagement; professionalism of staff; integrity of programming and commitment from Monash University management."

Other programmes offered by universities include:

- The Student Union at The University of Melbourne operates a vacation care programme which is contracted to an external for-profit provider.
- Nottingham University provides a Holiday Playscheme "for children aged 4 years to 12 years, and also offers cover for school inset days. As a work/study based nursery we take children from a number of different local authorities, each with their own policies, therefore we are flexible about sessions to accommodate different needs of parents depending on locality within which they live. Open throughout all holidays with the exception of Bank Holidays (8), University days (5) and 2 inset days for ECE Services staff. The after school club stopped, following difficulty in collecting children from a wide catchment area and keeping the service financially viable"
- UNSW runs a Vacation care at Kanga's house Childcare Centre through the month of January when day care centre is closed – runs 8.30–6.00

3mths – school age. The respondent also notes that provision currently being looked at with the aim to expand all child care provisions at UNSW

Within the New Zealand context, after school care and/or school holiday care is provided at five universities:

- Canterbury provides Kidz time before school (7.30am until drop off at school) and after school from 3.00pm–6.00pm. The school holiday programme runs from 8.15am–5.30pm.
- Massey has a Kid's club which provides after school care included escorted pick up from school. School holiday care is also provided by the club.
- Otago Childcare Association runs OSCAR after school programme from 3.00pm–5.30pm. There are places for 40 children from years 1–6. They provide a staffing ratio of 1:6. A school holiday programme is also run. No financial support is provided from the University for the care of school age children.
- Lincoln University allows children who have left the ECE centre to attend school, an opportunity to be booked in for school holidays up until they turn 6, if there are spaces available.
- Information on The University of Waikato website indicates that a school holiday programme is provided by the campus crèche for children.

A number of respondents stated that their university had explored the possibility of offering these services but had not succeeded in operating them, particularly in relation to the provision of after school care.

4.2 Breast feeding facilities

The majority of respondents indicated that space could be made available in the Early Childhood Centres but that noted that there was not necessarily private space. A typical response was:

"Mums are encouraged to continue breast feeding and come to the centre to do so. Don't have separate area but a quiet corner in the nursery."

Some respondents referred to wider university facilities or relevant information:

"Lists of parenting rooms and equipment (e.g. changing, feeding and resting) for each campus located on web"

The University of New South Wales respondent provided information on their very comprehensive University breast feeding policy.

D. CONCLUSION

The purpose of the Strategic Review of Early Childhood Education Centres, Facilities, Services and Kohanga Reo is to provide recommendations and a framework for The University of Auckland to enhance its status as a world class place to work and study. To be a world class university all facilities and services provided must also be world class. This report highlights key findings from a literature review and from the benchmarking exercise.

The importance of quality ECE in providing short and long term outcomes for children has been well established through extensive international research over many years.

Findings from the benchmarking exercise highlight a number of clear incentives for the provision of quality ECE services and wider provisions for the children of students and staff in universities. In particular, a clear link has been found to the recruitment and retention of high quality staff and students. In recognition of this a number of U21 universities, which already provide a significant service, are currently expanding or planning to expand their facilities.

It is difficult to identify overall exemplars from the benchmarking exercise as many are exemplars in different aspects of quality provision. However, within the constraints of the benchmarking exercise, responses indicate that the universities of British Columbia, Melbourne and Adelaide provide key examples of a commitment by the university to the provision of quality ECE and ECE services. Within the New Zealand context, Victoria, Massey and Waikato appear to be the exemplars.

Time-frames for this research have not enabled specific consideration related to the provision of Kohanga Reo and Kohungahunga. The University of Auckland's Strategic Plan includes the objective to "Fulfil the responsibilities and obligations of the University under Te Tiriti o Waitangi". The University also has a goal to attract Maori and Pacific staff and students and the provision of Kohanga Reo and Kohungahunga is clearly a significant strategy towards these objectives. Specific research related to the provision of Kohanga Reo, Kohungahunga and the possibility of Pacifica ECE centres may be beneficial.

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Provision of Early Childhood Education Services and Facilities in Universities

Please complete this survey in relation to the ECE centres and Services as appropriate for the role you have. If you prefer not to use this questionnaire please provide the information requested either in written form or contact us to arrange a phone discussion. Contact details are provided at the end of this form.

1. Name of your University: _____
2. Your role at the University _____
3. Does your university have general policy related to the provision of early childhood services for children of students and/or staff?

If appropriate please specify.

4. Name of Centres
 - a. Centre 1 _____
 - b. Centre 2 _____
 - c. Centre 3 _____
 - d. Centre 4 _____
 - e. Centre 5 _____

5. When were the ECE centre/s established?
 - a. Centre 1 _____
 - b. Centre 2 _____
 - c. Centre 3 _____
 - d. Centre 4 _____
 - e. Centre 5 _____

6. Ages and numbers catered for in each ECE centre
 - a. Centre 1 _____
 - b. Centre 2 _____
 - c. Centre 3 _____
 - d. Centre 4 _____
 - e. Centre 5 _____

7. Hours open
 - a. Centre 1 _____
 - b. Centre 2 _____
 - c. Centre 3 _____
 - d. Centre 4 _____
 - e. Centre 5 _____

8. Length of waiting list/s
 - a. Centre 1 _____

- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

9. Who can access the centre? (e.g. children of students/staff or wider community)

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

10. Teacher/Child ratios

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

11. Number of children the centre is licensed for

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

12. Proportion of qualified staff

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

13. Have the centres been purpose built?

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

14. Please comment on the size of the indoor and outdoor space

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

15. Management Structure

- a. Centre 1 _____
- b. Centre 2 _____
- c. Centre 3 _____
- d. Centre 4 _____
- e. Centre 5 _____

16. What is the provision for staff meetings?

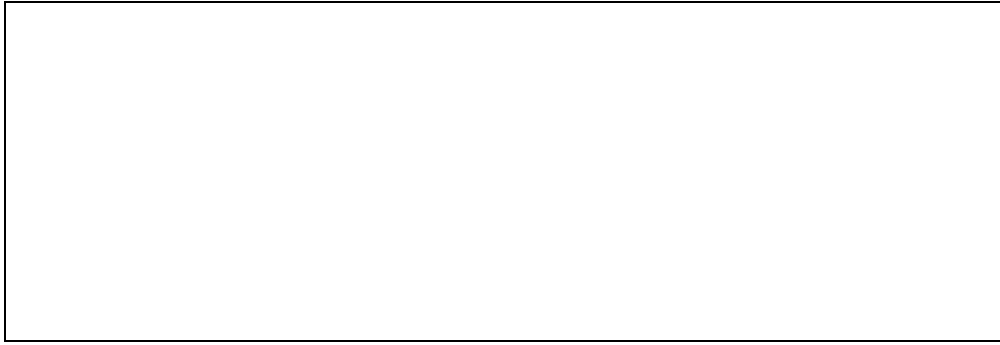
17. What is the provision for staff to access professional development opportunities?

18. What facilities are there for staff in the centre/s?

19. Is there provision for a family/whanau space in the centres?

20. What provision is there for parents to be involved in the centre?

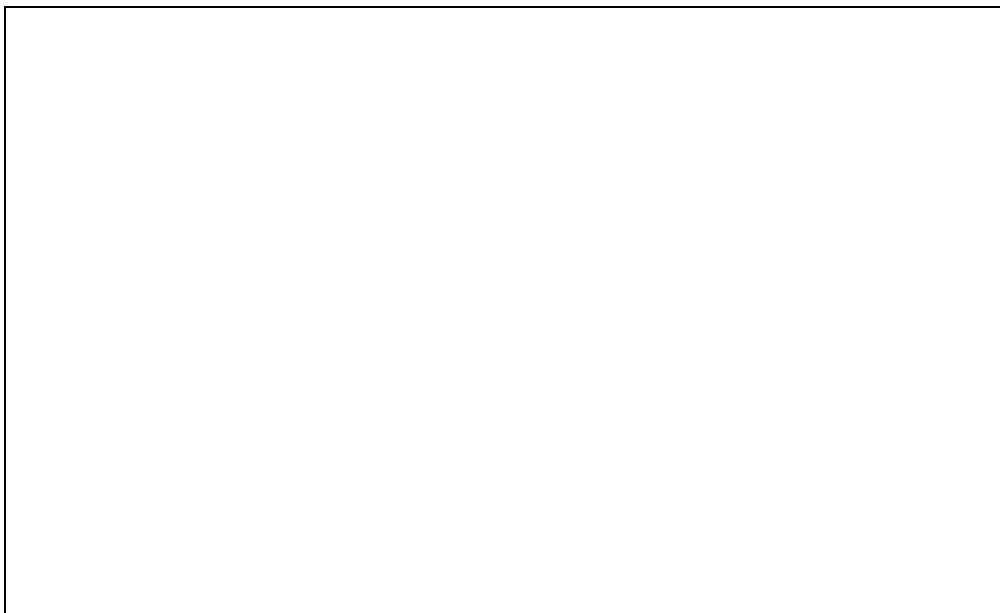
21. Does your University provide after school or school holiday care?
(If yes please give details)



22. Does your University provide breastfeeding facilities?
(If yes please give details)



23. Are there any other comments you would like to make in relation to the provision of ECE centres and services at your university?



24. We would appreciate it if you would also provide a copy of your information relating to the fees charged.

If you would like to receive a copy of the findings from this benchmarking exercise please provide your name and email address below

Name: _____

Email Address: _____

Thank you for completed this survey **please return by 8th August**
eo.admin@auckland.ac.nz or fax to Prue Toft, Equal Employment Office (64-9
373 7024)

*If you have any questions or would prefer to provide this information by phone
please don't hesitate contact Prue Toft (E.O Manager, 64 9 3737 599 ext 88316
p.toft@auckland.co.nz) or Kim Hope (Independent Reviewer, 64 9 44 63244 or
kimhope@xtra.co.nz)*

New Zealand Universities Bench Marking.

University	Centres	For children of	Ages	Roll	Licensed For	Waiting list	Full day/ part time	Hours
1. UOA								
City Campus <i>Established 1993 (crèche 3 moved 2002)</i>	Alten Road	priority Students Staff	Under 2 years Over 2 years	24 15	39	under 2's 2-3 mths		7.45 – 5.15
<i>Established 1987 (crèche 2 moved 2002)</i>	Symonds Street	Students priority Staff	Over 2 years		36	Up to 4 mths chn usually move up from Alten Road		7.45 – 5.15
<i>Established 1990 approximately</i>	Hineteiwaiwa Kohanga Reo	Students, Staff and wider community	0 – 5 years	9	25	For 2009 6 under 2's 4 over 2s		7.30 – 5.15
Grafton Campus <i>Established 1993 (crèche 1 moved 2002)</i>	Park Ave infant & toddler	Students & Staff	Under 2 years Over 2 years	25 10	35	Under 2's 2-3 mths		7.30 – 5.15
<i>Established 1991</i>	Park Ave Childcare	Students & Staff	Over 2 years		50	1 – 2 mths chn usually move up from infant centre		7.30 – 5.15
Epsom Campus	Epsom Childcare	Students, Staff and wider community	6 mths – 2 years 2 – 5 yrs	8 17	25	Already have 10 for 2009		7.45 – 5.30
<i>Established 2004</i>	Te Puna Kōhungahunga	Students, Staff and wider community who want Māori medium education for their tamariki	10 mth – 2 yrs 2 - 5 years	10 35	15 30	Only part-time for Under 2's. No waiting for Over 2's.	Full days or part weeks Prefer a minimum of 6 hours per day.	8.00 – 5.00
2. Canterbury								
<i>established approx 21 years ago</i>	Early Childhood learning Centre a. Big Side b. Toddler Unit	Staff, students and community	a. 3-6 year olds b. 2-3 year olds	24 10	38	Approx 20		8.15 – 5.15
	Walker Unit	Staff, students and community	Under 2's	14	16	Approx 40		8.15 – 5.15
College of Ed Campus <i>established approx 16 years ago</i>	Te Ao Tamariki	Students, staff and community	6 weeks – 5 yrs	46	50	Approx 10	both	7.45 – 5.45

University	Centres	For children of	Ages	Roll	Licensed For	Waiting list	Full day/ part time	Hours
Canterbury cont... Students Association	Ilam Learning Centre	students	Under two Over two	25 25			Full day care	8.00 – 5.00
Students Association	Montana Early Childhood Centre	Students, staff and community	0 – 3 ½ under two over two	20 10				8.00 – 5.00
3. Lincoln								
Established 1994	Lincoln Early Childhood Centre	Priority Students, then staff. Community can fill gaps	under 2 over 2	9 24	9 24	min one year wait 40+ Under 2 70+ Over 2	both	8.00-5.00
4. Massey								
Kea & kiwi established early 1970s Tui 1998 Hoiho 1992	Massey Childcare Centre Inc a. Kea b. Kiwi. c. Tui d. Hoiho	Children of students/staff. Opened to wider community if places available.	a. over 2s b. over 2s c. under 2s d. under 2s	30 30 20 20	35 35 25 25	a & b 34 c & d 31		7.45 – 5.15
	Te Ura Karka Kohanga Reo							
Albany Campus ECE Established 1997	Massey University Childcare centre Albany	Staff and students, internal and extramural.	3– 20 mths 20 mths – 3 yrs 3 yrs – 5 yrs	8 12 18	40	40	both	7.30 - 5.00 (exam time) 7.30 – 6.00
5. Otago								
Established 1981 Established 1969 Established 1986	a. Nursery Centre b. Preschool c. Full Time Centre	a. Students and staff b. students and staff c. students and staff using full day, 5 days per week.	a. 0 – 2 yrs b. 2 - 5 yrs c. 2 – 5 yrs	28 45 25	23 35 25	70 Under 2s 60 Over 2s	a. both b. both c. full day	8.00 – 5.15
Established 2007	College Centre	Students and staff	0-5 years	29	26		both	7.45 – 5.30
	Araiteuru Te Kohanga Reo	Students and staff	5 mths – 5 yrs					8.30 – 5.15

Appendix 2

University	Centres	For children of	Ages	Roll	Licensed For	Waiting list	Full day/ part time	Hours
6. Victoria								
<i>Established 1980</i> <i>Established 1991</i>	Kea House ECE Tui House ECE	Staff and post graduate students.	3 moths – 5 yrs 3 moths – 5 yrs		30 30	Approx 40 Some will never get places.		7.30 -5.15
<i>Established 1990</i> <i>Established 1970</i> <i>Established 1975</i>	Fairlie Terrace Centres a. Nursery b. Toddlers c. Pre School	Primarily chn of students. Some consideration of part-time uni staff and post graduate students.	a. 0-2 yrs b. 1 ¾ – 3 ½ c. 3 – 5 yrs	25 27 25	25 27 25	For summer trimester: a. 8 b. 4 c. 4	a. young babies usually stay two hours at a time b. both c. both d. both	8.00 – 5.30 or 8.00 – 6.15 if required for lectures
<i>Established 1996</i>	Law School Creche	Students and some staff.	0 - 3 ½ yrs	14	16			8.30 – 5.30
	Te Whare Kohungakohunga O Ahumairangi		under 2 years over 2 years	18 14				
7. Waikato								
Waikato University Campus Crèche	a. Nursery b. Tennes c. Toddlers d. Preschool		a. 3 -18 mths b. 18 mths – 2½ c. 2 ½ - 3 ¾ d. 3 ¾ - 5 years					

Staffing

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
1. UOA					
City Campus	Alten Road	1:3 under 1 year olds 1: 4 1-2 year olds 1:8 2 – 3 year olds	4 qualified 50%	Strongly encouraged by ECE management. ECE management are informed and approve payment. For larger conferences and conventions, supervisors forward interested people's names to ECE management and approval given by Student Admin as courses usually include accommodation and travel.	Collective encourages 72 hours paid per year. ECE management encourages fortnightly meetings of up to 2-hours. Staff paid 2 half-days of teacher only time per year.
	Symonds Street	Between 1: 7 & 1:9 over 2 year olds	5 qualified 80%		
	Park Ave infant & toddler	1:3 under 1 year olds 1: 4 1-2 year olds 1:8 2 – 3 year olds	2 qualified advertising for another – 35%		
	Park Ave Childcare	Between 1: 7 & 1:9 over 2's	4 qualified 80%		
	Hineteiwaiwa Kohanga Reo	1:3 under 2 year olds 1:9 over 2 year olds	1 qualified, 1 training for TKR whakapakari 3 casual	All staff are encouraged to pursue First Aid training.	
Epsom Campus	Epsom Childcare	Licensed for 25 children. 3-8 children are under 2 Remainder are over 2 6 teachers: 4 full-time; 1 doing part time admin; 1 part time.	80%	Staff can choose courses to line in with goals identified through appraisal. Whole centre PD. Support for further study.	Staff meetings are held outside working time and the contract states that all teachers will attend meetings.
	TePuna Kōhungahunga	3:10 under 2's 4:35 over 2's	8 full time staff. 2 full registration and 2 with provisional registration. 3 in training. 1 starts grad diploma next year.	All staff set goals in their development review and are encouraged to attend workshops that are considered to be helpful for overall planning for tamariki and staff development.	Weekly hui kaiako Paid for in-training and untrained teachers with time in lieu. Trained staff have time built into salaries.
2. Canterbury					
	Early Childhood learning Centre a. Big Side b. Toddler Unit	a. 1:8 3+ years b. 1:5 2-3 years	80%	University courses/workshops are free for staff; external workshops or seminars.	2 hours fortnightly
	Walker Unit	1:3 6 weeks – 12 mths 1:4 12 mths – 1 year	100%	In house and self directed study.	2 hours fortnightly
	Te Ao Tamariki	1:4 1:8	80%		2 hours fortnightly
	Ilam Learning Centre				
	Montana Early Childhood Centre	1:3 under 1's 1:4 others			

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
3. Lincoln					
	Lincoln University Early Childhood Centre	3: 9 under 2's 3:24 over 2's	10 staff – 7 qualified, 1 primary trained, 1 teacher support, 1 administrator	Staff are encouraged to partake in any PD they are interested in.	One 2-hour meeting per month.
4. Massey					
Massey Childcare Centre Inc	a. Kea b. Kiwi. c. Tui d. Hoiho	a. 1:5 b. 1:6 c. 1:3 d. 1:3	2/3 - 66% 2/3 - 66% 71% 71%	Generous PD budget with reimbursement for conferences & seminars, fully paid for 12 hours whole section PD.	4 hours per month.
	Te Ura Karka Kohanga Reo				
	Hokowhitu Campus childrens Centre				
	Albany Campus Childcare centre	2:8 under 2 2:12 toddlers 2: 30 preschool	80% each area has at least one registered teacher	Staff apply to attend courses or conferences. Cost paid. In-centre PD each year.	2 hours per fortnight.
5. Otago					
	Otago University Childcare Association a. Nursery Centre b. Preschool c. Full Time Centre	a. 1:3 under 1 b. 1::4 over 1 c.. 1:6 d. 1:5	a. 80% b. 100% c.. 100% d. 80%	7 days and \$500/year Funding for conferences or one off opportunities may be available.	2 hours per fortnight.
	College Centre	1: 4 1:8	1:4 infants 1-10 over 2		
	Araiteuru Te Kohanga Reo				
6. Victoria					
	Tui House Kia House	1:3 under 2 1:6 over 2		3 staff only days per year plus PD required for all teachers; well supported by each centre. Formal and Informal PD Staff are registered so PD a essential component.	3 hours per month in included in salaries.
	Fairlie Terrace Centres a. Nursery b. Toddlers c. Pre School	1:3 or 1:4 under 2 1:5 or 1:6 over 2 1:7 or 1:8 over 2	All regulated teachers are qualified and registered		
	Law School Creche	1:3 and 1:4			
	Te Whare Kohungakohunga O Ahumairangi				
7. Waikato					
	a. Nursery b. Tennies c. Toddlers d. Preschool	a. 1:4 b. 1:5 under 2 b. 1:6 over 2 c. 1:8 d. 1:9	Trained staff members appointed from professions whose qualification are recognized by NZQA and ministry of ed – working towards 100% trained & registered.	All staff encouraged to participate in PD and continue upgrading qualifications.	Once a week each centre is allocated time to hold a centre staff meeting. During this time Programme release team care for children.

Parent Whanau

University	Centres	Involvement	Facilities
1. UOA	Alten Road	Parents are encouraged to be part of the centres. Parents are kept informed of the programme and asked to contribute to this.	Each centre has a couch in the playrooms where family/whanau can sit and observe the programme.
	Symonds Street		
	Park Ave infant & toddler		
	Park Ave Childcare		
	Hineteiwaiwa Kohanga Reo		
	Epsom Childcare	Family/whanau always welcome. They participate in planning and programme implementation, reviewing of policies and spend time with children.	No separate space.
	Te Puna Kōhungahunga	Open door policy. Encourage whānau to be involved in as much as they wish. Also have noho marae at least once a year. Whānau hui once a term with shared kai and special occasion events where we celebrate with whānau. Also provide te reo Māori classes for whānau and kaiako.	Notice board and library in foyer and 2 settees that can be used by Whanau to sit and read portfolios etc in either learning space.
2. Canterbury	Early Childhood learning Centre	Regular parent evenings organised by parent committee.	No dedicated space.
	Walker Unit		
	Te Ao Tamariki		
	Ilam Learning Centre	Parents and whanau welcome to participate in child's education and care experiences ...	
	Montana Early Childhood Centre		

Appendix 2

University	Centres	Involvement	Facilities
3. Lincoln	Lincoln University Early Childhood Centre	Parents always welcome. An annual parent's survey asking for feedback. Parents invited to go on centre outings. "The first objective in any collaborative partnership concerning the education and care of children is to develop an environment where parents/whanau members and the community feel welcome at all times."	No separate space but parents are welcome to utilise staff facilities if there is a need.
4. Massey	Massey Childcare Centre Inc	Total provision. Parents are considered to be active participants in the learning community and as such are included in all aspects of centre life.	Not specifically. The under two sections have armchairs in their exploration rooms (separate from day rooms) for breastfeeding.
	Te Ura Karka Kohanga Reo		
	Hokowhitu Campus childrens Centre		
	Albany campus Childcare centre Albany	Welcome to come and stay but most too busy. Parents come to social parent evenings.	Only in spare space next to centre used for non contact time and meetings.
5. Otago			No facilities for parents
6. Victoria		Invited to contribute to programme in all centres. Invited to have input into policies. Fundraising.	Parent's room for crèche parents/children to use to catch up on study or have tea/coffee and enjoy a few moments peace and quiet.
7. Waikato		Encourage all parents and caregivers to be involved in crèche.	

Management Structure

University	Centres	Management Structure
1. UOA	Alten Road	Responsible to Student Administration and Managed by ECE Management.
	Symonds Street	
	Park Ave infant & toddler	
	Park Ave Childcare	
2. Canterbury	Hineteiwaiwa Kohanga Reo	Budget and HR signoff by Student Administration. Kohanga Reo Committee meet monthly.
	Epsom Childcare	Governance Committee comprising of Chair (University employee). Members, lecturers teaching ECE, Parent Representative, Centre Manager. Licensee is someone nominated on behalf of the Committee.
	Te Kohungahunga Puna	Kaiwhakahaere/Manager Supervisor reports to Associate Dean Māori and the Management Committee. The Associate Dean Māori has signing authority for staffing and major items and reports to the Group Manager – Student Support, Student Administration.
	Early Childhood learning Centre	Owned and administered by the University of Canterbury. Manager responsible for overall management of the centres, reports to licensee. Senior teacher is professional leader of both centres and reports to the Manager. Head Teachers in each centre oversee their own unit (Over 2's or Under 2's) and report to the Senior Teacher.
	Walker Unit	
	Te Ao Tamariki	
	Ilam Learning Centre	Provided by Students Association to allow students with children to attend lectures, tutorials and employment.
	Montana Early Childhood Centre	Student owned and governed.
3. Lincoln	Lincoln University Early Childhood Centre	Licensee is a member of the University Administration Staff who does not work directly in the centre. Governed by the University Finance Director whom the Supervisor reports directly to.
4. Massey Massey Childcare Centre Inc	e.Kea f. Kiwi. g. Tui h. Hoiho	The centre is an incorporated society and runs its own affairs separately from the University Management Committee includes: 6 elected parent reps; 3 appointed university reps; 3 ASA reps; Supervisor and staff rep.
	Te Ura Karka Kohanga Reo	
	Albany campus Childcare centre	An incorporated society managed independently by a management committee.

Appendix 2

University	Centres	Management Structure
5. Otago	Otago University Childcare Association	A chartered ECE Service administered by the Director and an elected Management Committee. Two parent representatives for each centre It is financially supported by the University of Otago for staff and students chn and operates 3 ECE centres on campus and one at College of Ed and an after school/holiday programme. Head teacher and Assistant head teacher in each centre.
	Araiteuru Te Kohanga Reo	A staff/parent group to support bi- culturalism.
6. Victoria	Tui House Kia House	Crèche is part of the Early Childhood Services and as such comes under the Director, Student Services.
	Farlie Terrace Centres a. Nursery b. Toddlers c. Pre School	Crèche is part of the Early Childhood Services and as such comes under the Director, Student Services.
	Law School Creche	
	Te Whare Kohungakohunga O Ahumairangi	The centre is attached to Te Herenga Waka.
7. Waikato	Waikato University Campus Crèche	Governed by a charitable trust, made up of a representative appointed by the UOW VC, rep appointed by School of Ed, four parent reps, up to three community reps, centre staff rep and Director of Crèche.

Physical Environment

University	Centres	Purpose built	Space indoor/outdoor	Staff facilities
1. UOA	Alten Road	Modified old house	Indoor area adequate – outdoor area just meets licensing requirements.	Each centre has an office and staff room.
	Symonds Street	yes	Indoor larger than requirements outdoor area just meets licensing requirements.	
	Park Ave infant & toddler	yes	Indoor larger than requirements outdoor area just meets licensing requirements.	
	Park Ave Childcare	Yes	Large indoor and outdoor place space 'above licensing requirements.	
	Hineteiwaiwa Kohanga Reo	yes	Indoor and outdoor place space above licensing requirements.	
	Epsom Childcare	No	Indoor space including open deck is available. Very spacious outdoor space.	Computers for use (no internet access for all staff only for administration office computer) Other facilities on campus.
	Te Puna Kōhungahunga	Yes	Outdoor area for over two's is small but just been redeveloped so is attractive, inviting and space is better utilized. Under two's area about to be redeveloped but is also small. Insider there is good light, heating due to being built recently. Entrance way, veranda, storage space and wall space could have been better planned.	Two shared offices no separate staff room. 1 Mac Laptop & 1 PC Laptop available for use.
2. Canterbury	Early Childhood learning Centre	No	Walker Unit has own building an outdoor play space. Big side and toddler Unit share a building but have separate indoor and outdoor play space Also make use of Uni campus.	Staff room including computers with internet access.
	Walker Unit	Yes		
	Te Ao Tamariki	Yes	"large outdoor play area and excellent indoor facilities".	
	Ilam Learning Centre	Yes	Separate indoor and outdoor areas for babies and toddlers and preschool aged children.	
	Montana Early Childhood Centre			
3. Lincoln	Lincoln University Early Childhood Centre	yes	Open plan with separate spaces for under and over 2's. Separate space for group learning and sleeping older children. Separate sleep room for younger children. Also separate spaces for older and younger children but visible to each other.	New Staffroom which has 2 computer stations, kitchen, meeting table, couches and own private courtyard.

University	Centres	Purpose built	Space indoor/outdoor	Staff facilities
4. Massey Massey Childcare Centre	a. Kea b. Kiwi. c. Tui d. Hoiho	Yes (4)	Spacious and more than adequate.	Staff rooms, non contact rooms, shower.
	Te Ura Karka Kohanga Reo			
<i>Albany Campus Auckland</i>	Massey University Childcare centre Albany	No	Inside adequate outside generous.	Small staff room and another room that can be used for non-contact time near current building.
5. Otago Otago University Childcare Association	a. Nursery Centre b. Preschool c. Full Time Centre	No No No	Restricted inside – large outside (house). Large indoor outdoor (house). Restructured indoor /outdoor (house).	Staff rooms and some have a separate office space.
	College Centre	yes	Adequate.	
6. Victoria	Kea House ECE Tui House ECE	No	Kea indoor and outdoor extensive. Tui recently re- built to specific plan. Indoor is big, outdoor minimal.	Staff rooms/offices Computers and a lap top In-centre resources, books, journals.
	Fairlie Terrace Centres	No	Adequate.	
	Law School Crèche	No	Very limited outdoor does not allow for a natural flow.	
7. Waikato	a. Nursery b. Tennies c. Toddlers d. Preschool		a. 3 separate sleep rooms b. “beautiful old villa” spacious outdoor area c. d. set in beautiful grounds. An area fenced off for animals (chickens, rabbit and occasional visits from farm animals).	
	Araiteuru Te Kohanga Reo			

School Children

University	After School	School holidays
Canterbury	Kidz time before, after and school holiday. Before School 7.30 until drop off at school. After school 3 – 6.	8.15 – 5.30
Massey – separate to childcare facilities	Kid's club provides after school care included escorted pick up from school.	Kid's club also provides school holiday care.
Otago Childcare Association <i>children who have attended child university childcare centres have priority</i>	Association runs OSCAR after school facilities for 40 children year 1 – 6. Staffing ratio of 1:6. 3 pm – 5.30 pm. No financial support from the university.	Association runs OSCAR Holiday programme 8.15 – 5.30. No financial support from the university.
Waikato		School holiday programme run by campus crèche caters for 8 – 13 years.
Lincoln		Children who have left the ECE centre to attend school can book in for school holidays up until they turn 6 if there are spaces available for them.

Breast feeding other facilities

University	Breast feeding	Other
UOA	Breast feeding parents often come into centres. Can use centre office, staff room for privacy or couch in the centre.	
Canterbury		Family friendly facilities in the Central library. Study space for parents and their children and baby changing facilities.
Lincoln	Comfy couch in the under two area which parents can use or alternatively can use staff room if they want more privacy.	
Victoria	Parents' room and women's space in the Student Union building.	
Otago	Policy for pregnancy, breast feeding and exams Small office which they must share with staff.	

Policy comments

University	Comment
Lincoln	As a centre associated with Lincoln University it is important for us to maintain the integrity of on-going professional and personal development where we endeavour to employ trained staff.
Victoria University of Wellington	General policy of support and commitment to provision of EC services for students and staff; centres for children of students in particular receive some financial support to allow longer opening times during trimesters when classes run after regular closing times of centres.
Otago University Childcare Association	Mission statement and strategic goals available: “the university of Otago does have an established practice of providing support for the provision of a university-affiliated community based childcare service (in effect a ‘preferred provider’) to meet the needs of both staff and students. This support includes the provision of rent free buildings for the service and a significant annual grant to assist with the service. Their support equate to over 7.5% of the revenue for the provider.”

Other comments

University	Comment
UOA Comment from ECE Management	<p>Since 2002 every centre has had major upgrades. All display units, tables, chairs and outdoor equipment has been replaced with new equipment. The kitchen at Park Avenue has been bought up to commercial standard. All weather dropside screens have been provided for the decks of 3 of the centres. The outdoor playground at the Park Ave Childcare Centre was remodeled 2 years ago.</p> <p>We have had a strong focus for a number of years of employing trained or in-training staff. This is difficult due to the number of vacant positions available across Auckland and the cost of travel for people to come to the inner city.</p> <p>Although it is difficult to attract new staff, we have staff who have been employed with the centres for more than 20 years and 1 for 13 years for another. Many are long term employees.</p>
Epsom Campus Childcare	University is not a signatory to consenting parties. The ECE Centre Teachers are all graduates with degree/diploma teaching ECE from the UOA but they are employed as General Staff. This is not very affirming for them as educators. Other graduates with qualifications in teaching secondary/primary are treated as teaching staff outside salary rates and below consenting parties.
Lincoln	As can be seen by the waiting list, we struggle with capacity; demand for EC care in our area far outweighs supply. The other issue is the recruitment and retention of quality staff. As we are in a rural area the cost and time pressures of commuting from Christchurch can influence potential staff.
Massey – Albany Campus	University pays for electricity, general maintenance and repairs. Centre pays utility fee for lawns, mail and small maintenance work.

<p>Victoria</p>	<p>VUW has long supported the provision of high quality ECE services for students and staff. This provision has increased as numbers of students and staff has grown. The Manager ECE Services believes that the university management sees EC services partly as a recruitment and retention tool, and also as fulfilling a commitment to equity. The EC services currently sit under the umbrella of the Student Services Group.</p> <p>Financial support is provided, particularly to the student crèches, to keep fees at as manageable level as possible, yet still provide excellent staff: child ratios of qualified teachers.</p> <p>The six centres also provide EC teacher trainees of VUW College of Education and other training institutions with valuable TEAPs; in addition students make up the majority of our casual reliever workforce.</p>
<p>Otago</p>	<p>“Buildings rent free but pay for all services e.g. power, cleaning etc. Uni funds basic funding repairs as the landlord – no charges or maintenance which is related to business of childcare. For this and the yearly grant we hold place between academic years without charging the parents a holding fee or claiming MOE funding.”</p>

Rates

NB: Rates shown do not include:

- Deduction for more than one family member (approx 5%)
- 20 hours free hours childcare subsidy for 3 & 4 year olds
- WINZ subsidy

Universities	Clients	Weekly under 2	Weekly over 2	Daily under 2	Daily over 2	Session under 2	Session over 2	Hourly under 2	Hourly over 2
Auckland									
Alten Road Symonds Street Park Avenue (\$2.50 food charge per day)	Students	\$175	\$165	\$37.50	\$35	\$18.00 (4 hours)	\$17.50 (4 hours)		
	staff	\$220	\$203.50	\$46.50	\$42.00	\$28.00 (4 hours)	\$25.50 (4 hours)		
	community								
Epsom Early Childhood Centre	Students	\$172.50	\$155.10	\$36.22	\$32.55				
	staff	\$212.50	\$195.80	\$44.62	\$41.11				
	community								
Te Puna Kōhungahunga	Students	\$133	\$123						\$3.40
	staff								
	community								
Hineteiwaiwa Te Kohanga Reo	Students	\$140	\$130						
	staff	\$150	\$140						
	community								
AUT (information taken from their website)									
Wellesley Crèche	Students								
	staff	\$170 *	\$150*	\$34*	\$30	\$20 (4 hours)	\$18 (4 hours)		
	community								
Akoranga Crèche	Students								
	staff							\$4.05*	\$3.75*
	community								
Canterbury (information taken from their website)									
EC Learning Centre	Students							\$5.17 for 7 hours	
	staff							\$4.33 for 9 hours	
	community							\$5.44 for 7 hours \$4.56 for 9 hours	
Te Ao Tamariki (refer addendum appendix 5 for 2009 fees)	Students	\$145	\$145	\$30	\$30	\$16	\$16		
	staff								
	community	\$165	\$165	\$34	\$34	\$18.50 (4-5 hrs)	\$18.50 (4-5 hrs)		

Universities	Clients	Weekly under 2	Weekly over 2	Daily under 2	Daily over 2	Session under 2	Session over 2	Hourly under 2	Hourly over 2
Lincoln									
	Students	\$155	\$155	\$33	\$33	\$16.50	\$16.50		
	staff								
	community	\$160	\$160	\$35	\$35	\$17.50	\$17.50		
Massey									
Massey Childcare Centre	Students & staff	\$192.29 (average rate for 40 hrs) \$203.57 (average rate for 45 hours)	\$166.33 (average rate for 40 hrs) \$176.09 (average rate for 45 hours)					\$5.76 (average of 0-1 and 1-2 rates)	\$4.98 (average of 2-3, 3-4 and 4-5 rates)
Albany Campus (refer addendum appendix 5)	Students	\$175	\$150	\$38	\$32				
	staff	\$195	\$170	\$42	\$37				
	community								
Otago (enrolment fee \$10.00 per family)									
Full Time Rate		\$176.53 (40 hours) \$198.60 (45 hours)						\$4.41	
Nursery School (refer addendum appendix 5)		\$208.00 (40 hours) \$234.00 (45 hours)						\$5.20	
Pre School (refer addendum appendix 5)			\$176.40 (40 hours) \$198.45 (45 hours)						\$4.41
College(refer addendum appendix 5)									\$5.05
Victoria									
	Students	\$250	\$235					\$5.50 supply own food	
	staff								
	community								
Waikato (Information taken from their website)									
Averaged across centres by age	Students	\$192	\$175	\$48.50	\$45	\$34 (5 hours)			
	staff								
	community								

Australian Universities

Basic Information

University	Centres	For children of	Ages	Roll	Waiting list	Full day/ part time	Hours
1. Adelaide							
Established 1995	Waite Campus Children's Centre	Priority for staff and students. Waite is also co-location campus and staff from other associated organizations also get priority access over general community.	0-2 years 2 – 5 years	16 42	Limit number of chn that can be on the waiting list from community <i>(refer comments section)</i>	Full day or 5 hours half day.	8.00-6.00
Established 1991	Adelaide Campus Children's Centre	Priority to staff and students on campus – then wider university staff who live near the campus, then community.	0-2 years 2 – 5 years	24 49		Full day and half day.	8.00 – 6.00
2. Melbourne							
Established 1981	Swanston Street Children's Centre	Primarily Staff and Students, only community if internal waiting lists are exhausted.	3 – 12 months 1 – 2 years 2 – 3 years 3 – 5 years (age at beginning of year)	7 9 10 <u>15</u> 41	Approx 300 children Combined waiting list for two centres.	both	7.45 – 6.00
Established 1995 previously in other buildings	Queensberry Children's Centre		3 – 9 months 10 – 16 months 17 – 24 months 3 – 3 years 3 – 4 years 4 – 5 years (age at beginning of year) <i>Used by approx 225 children over any given week.</i>	10 10 15 20 23 <u>23</u> 101			

University	Centres	For children of	Ages	Roll	Waiting list	Full day/ part time	Hours
Melbourne continued Established 1971 First established as a crèche in 1965	Melbourne University Family Club Cooperative		3 – 14 months 14 mths – 2 years 2 – 3 years 3 – 5 years (age at beginning of year)	8 10 15 18			8.00 – 6.00 (51 weeks of year)
	Early Learning Centre Research and demonstration ECE attached to Melbourne Grad School of Education.	The university and surrounding community.	3 & 4 year olds grouped into 5 home rooms where chn, families and teachers form a community of learners.	150		Long day preschool 2 – 5 days a week.	8.30 – 5.30 (48 weeks per year)
3. Monash							
	Monash Children's Centre Co-op Ltd (Not for profit service)	Children of students and staff.	3 mths – 5 yrs	100		both	7.30 – 6.15
	Monash Family Co-op		3 mths – 18 mths 18 mths – 3yrs 3 – 4 yrs 4 – school age.	10 15 15 15		both	7.30 – 6.30 (51 weeks per year)
	Students with Children Child Care Centre		2 mths – 5 yrs	20		Full-day Half-day Hourly permanent and casual.	8.30 -5.30
Faculty of Education	Elwyn Morey Centre Operates to provide teaching and research opportunities.	Children with significant development delay and disabilities.	0 – 6 years				

University	Centres	For children of	Ages	Roll	Waiting list	Full day/ part time	Hours
Monash cont. Gippsland Campus Established in 1984	Pooh Corner Child Care Centre	Children students, staff and the community. Community make up 70% of usage. <i>New centre under construction will change details to</i>	0 – 2 years 2 – 3 years 3 – 5 years <i>0 - 1 years 1 – 2 years 2 -3 years 3-5 years Occasional care places</i>	15 15 15 15 15 15 15	At times 1- 5 families waiting but mostly can fit everyone in.	Full time Part time casual.	7.30 – 6.15 6.30 – 6.30
Caulfield Campus	Monash Caulfield Childcare Association			50			7.45 – 5.45
Peninsula	Monash Peninsula Centre		0 – 6yrs	64		Permanent long day or half day.	7.30 -6.00
4. New South Wales							
Established 1969, by Student Guild	House at Pooh Corner Childcare Centre	Prioritises students' children, then staff children, then wider community.	6 weeks – 2 years 2 - 3 years 3 - 4 years 5 – 5 years	15 13 24 20	2 + years. Highest demand 0- 2 year olds.		8.00 – 6.00 (48 week per year)
Established in 1995	Honey Pot Childcare Centre	Prioritises students' children Long care also available to staff children.	0– 5 years	29	Advise putting names of babies down before birth.	Long day care.	8.30 – 5.15 (48 weeks per year)
Established in 1981 student union instigated	Kanga's House Childcare Centre 6 separate rooms	Prioritises staff children, then students' children, then wider community.	3 mths – 22 mths 3 mths – 22 mths 23 mths – 2 ½ years 2 ½ - 3 years 3 – 4 years 4 – 6 years	10 14 16 16 22 22		Long day care.	8.00 – 6.00
Established in 1995	Tigger's Place Childcare Centre Workbased centre	Staff families.	0 – 2 ½ 2 ½ - 6 years	15 25			8.00 – 6.00

University	Centres	For children of	Ages	Roll	Waiting list	Full day/ part time	Hours
5. Queensland							
UQ Gatton Campus	Free Range Kids	All childcare centres on campus are run independently of each other. All give priority to children of staff and students at the university.	6 weeks – 12 years				7.00 – 6.00
UQ St Lucia Campus	Campus Kindergarten						
UQ St Lucia Campus	Margaret Gribb Childcare Center						
UQ St Lucia Campus	Munro Centre Established 1981		6 weeks – 3 years	30	Approx 6 months.	From 1 day to full time.	7.30 -5.30
UQ St Lucia Campus	Playhouse Parent and Childcare Centre						
6. ANU							
Established 1969 by university staff	University Preschool and Childcare Centre		4 weeks – 18 mths 18 mths- 2 yrs 9 mths 2 yrs 9 mths – 5 yrs				7.45 – 5.45 (All year except for Xmas – New Year)
	Heritage Early Childhood Centre		6 weeks – 18 mths 18 mths – 3 years 3 – 5 years	13 20 22			8.00-6.00
	Acton Early Childcare Centre Community based		6 weeks – 18 mths 18 mths – 3 years 3 – 5 years	15 15 22		Long day.	8.15 – 6.00
7. Sydney							
	Boundary Lane Children's centre	Students	0-5	56		Long day care.	8.00 -6.00 (49 weeks)
	Ngalia Early Learning Centre	Students	0-5	40		Long day and occasional care.	7.30 – 6.00 (48 – 50 weeks)
	Union Childcare	Students	0-5	41			8.00 – 6.00 (50 weeks)
	Laurel Tree House		0-5	40			8.00 -6.00 (50 weeks)
	Carillon Ave Childcare Centre		0-3	41			8.00 -6.00 (50 weeks)

University	Centres	For children of	Ages	Roll	Waiting list	Full day/ part time	Hours
8. Western Australia							
	UWA Childcare Centre	Staff and students.	0-2 2-3 3-6	12 25 24			7.45-5.45
Established 1972 Community based childcare	Unicare Childcare Centre (The Club)	1. Staff 2. Students 3. Working/studying parents; families with special needs 4. Non-working/studying parents <i>Under twos only available to staff</i>	0-12 months 12 – 18 months 18 months – 2 years 2 – 2 ½ years 2 ½ - 3 years 3 – 4 4 - 5			Long day care. Part time.	7.30-6.15

** Australian Government has priority access guidelines which apply to ECE – following three levels of priority which childcare services must follow when filling vacant places

Staffing

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
1. Adelaide	Waite Campus Children's Centre	1:4 or 1:3 for under 2,s 1:6 for 2-3 yrs (higher if required re proportions of toilet trained children) 1:8 for 3 -5 year olds	65%	Lots – first aid, asthma, OHS, food safety, a staff at each centre funded for traineeship, leadership programmes for room co- ordinators, other training and development in relation to service goals e.g. Waite has a focus on sustainable living so staff are currently receiving additional PD in this area. Participation in practitioner research.	Monthly meetings every 3 months and room co-ordinator meetings at least every 2 months.
	Adelaide Campus Children's Centre	1:4 for 0 – 18 mths 1:6 for 18 mths – 3 years 1:8 for 3 – 5 years	55%		
2. Melbourne	Swanston Street Children's Centre	Close to Victorian regulations 1:5 under 3 1:15 over 3	About half hold 2 year diplomas, five have uni degrees, most of remainder have certificate 3 level training.	Close services for two PD and planning days during non teaching time. Get all staff together for half of set up day in late Jan. In addition staff encouraged to attend external in-service training. 25% of staff currently undertaking further study Make use of Uni ECE academics for PD.	Monthly staff meetings held out of hours and staff paid overtime.
	Queensberry Children's Centre				
	Melbourne University Family Club Cooperative		The centre is staffed by a second in charge + 4 trained ECE staff and 8 assistant ECE staff.		
	Early Learning Centre	Exceeds all federal and state regulations.	Degree qualified ECE educators who are supported by qualified assistant teachers.		

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
3. Monash	Monash Children's Centre Co-op Ltd				
	Monash Family Co-op	2:10 3 mths– 18 mths 3:15 18 mths –3yrs 2:15 3 – 4 yrs 2:15 4 – school age	1 qualified, 1 assistant 1 qualified, 2 assistants 1 qualified, 1 assistant 1 Kgtn teacher and 1 qualified staff member		
Faculty of Education	Elwyn Morey Centre				
Caulfield campus	Monash Caulfield Childcare Association				
Gippsland Campus	Pooh Corner Child Care		under 3 year olds 1 qualified 3-5 year 1 qualified	Staff in-services are encouraged and staff are able to choose training for any areas they feel would benefit them and the centre. Usually staff attend local opportunities.	Once a month
Peninsula	Monash Peninsula Centre	1:5 3 mths –3yrs 1:15 3 – 5 years	3 diploma trained staff 1 kindergarten teacher 2 assistants.	Available to all staff to choose from and in line with professional development plan.	Once a month
4. New South Wales	House at Pooh Corner	1:3.4 0-2 years 1:6 2-3 years 1:8 3-5 years	13 qualified/17 staff	Each centre has its own staff development budget and its own process for professional development.	Staff meetings are held regularly at all the centre's. Staff meetings are held out of hours. Staff are entitled to T.I.L. for attending staff meetings. Dinner is provided to the staff at the meetings.
	Honey Pot	1:3.3 0-2 years 1:6 2-5 years	5 qualified/10 staff		
	Kanga's House	1:3.4 0-2 years 1:5.3 2-3 years 1:7 3-5 years	13 qualified/29 staff		
	Tigger's Place	1:3.3 0-2 years 1:6 2-5 years	10 qualified/17 staff		
5. Queensland	Free Range Kids				
UQ Gatton Campus	Campus Kindergarten				
UQ St Lucia Campus	Margaret Gribb Childcare Center				

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
Queensland UQ St Lucia Campus cont...	Munro Centre	1:5 0 – 3 years 1:15 3 – 5 years	98% qualified	Staff encouraged to attend as many PD workshops as they feel necessary throughout the year. Centre pays for this and for relief teachers if required.	Staff meetings once a month after centre closes staff paid overtime.
UQ St Lucia Campus	Playhouse Parent and Childcare Centre				
6. ANU	University Preschool and Childcare Centre <i>Established 1969 by university staff</i>				
	Heritage Early Childhood Centre	3:13 under 18 mths 4:20 1 ½ - 3 yrs 2:22 3 – 5 yrs			
	Acton Early Childcare Centre	1:5 under 3 1:11 over 3	Director qualified ECE teacher. All staff qualified, experienced child care workers.		
7. Sydney	Boundary Lane Children's centre	Exceeds Dept of Community Services requirements of 1:5 under two 1:10 3 -5 years	Director has a diploma of teaching (ECE). Centre employs staff with Bachelor of Teaching (ECE), Diploma of Children's Services, Assoc Diploma of Social Science (Child studies), Child care certificate and nursing qualifications Also some untrained child care workers in process of gaining qualifications.		
8. Western Australia	UWA Childcare Centre	1:4 under two 1:5 2-3 years 1:10 3-5 years			
	Unicare Childcare Centre (The club)		Include: Pre Primary teaching Assoc Diploma.		

Parent Whanau

University	Centres	Involvement	Facilities
1. Adelaide	Waite Campus Children's Centre Adelaide Campus Children's Centre	Parent Advisory group at both centres of 8-10 parents meets monthly. Parent from each centre on Board of Management. Centre also has a Sustainable Futures for Children Committee of parents and staff. Parents involved in interview panels for new staff, programme and policy reviews etc.	none.
2. Melbourne	Swanston Street Children's Centre Queensberry Children's Centre	Families are encouraged to drop in at anytime, many mothers come over to breastfeed, and new families will often drop in to see how their child is going. There is a lot of social contact between families, especially at the end of the day. Families also contribute to programmes, repairing equipment, social events, assisting with policy development etc. We foster a strong sense of community with our families.	Each centre has foyer areas for family and visitors. These have information displays, resources etc.
	Melbourne University Family Club Early Learning Centre		
		Extensive involvement of families – parent's site on web includes: information on partnership with parents, centre communication group, parents evenings, parent information board and parent bulletins are also on-line.	
3. Monash	Pooh Corner Childcare Centre	Parent involvement is encouraged. Invitations are put out as well as notes on room doors and personal invitation.	

University	Centres	Involvement	Facilities
4. New South Wales	House at Pooh Corner Childcare Centre	Each centre has an open door policy. Families are encouraged to participate in the programme. They can contribute to the programme in a wide range of ways. Each centre has its own social gatherings, fundraising events, excursions that invite parents to attend. Families are encouraged to stay and play, read or eat lunch. Each centre has its own traditions in terms of family get-togethers.	Families are welcome to utilise any space within the centre including the staff rooms.
	Honey Pot Childcare Centre		
	Kanga's House Childcare Centre		
	Tigger's Place Childcare Centre		
5. Queensland	UQ Gatton Campus	Free Range Kids	
	UQ St Lucia Campus	Campus Kindergarten	
		Margaret Gribb Childcare Center	
		Munro Centre	As community care centre we rely heavily on parent support. Parents welcome anytime to sing, read, assist in activities, be part of social occasions. 4 working bees per year.
	Playhouse Parent and Childcare Centre		
6. Sydney	Boundary Lane Children's centre	Families have opportunity to participate at all levels and all times with their children's care and education.	

Management Structure

University	Centres	Management Structure
1. Adelaide	Waite Campus Children's Centre	Incorporated Association with Board of 7 including Directors of Centres, parents and University nominees with independent chairperson. Operates under a service agreement to the University.
	Adelaide Campus Children's Centre	
2. Melbourne	Swanston Street Children's Centre	Organisational chart provided. Provost → Director Wellbeing Services → Manager Children's Services → Directors Children's Centres (with administrative offices provided). Management Advisory Committee includes staff and 6 parent representatives. The Child Care Advisory Committee includes staff and student user reps, Education faculty staff, and representatives from the two student bodies. The role of this committee is to provide the Vice Chancellor with advice on matters relating to child care provision at the University. "Children's Services specifically tailored to meet the special needs of the university community". [website]
	Queensberry Children's Centre	
	Melbourne University Family Club Cooperative	The centre is managed on a daily basis by a full-time co-ordinator. Also, a Committee of seven or eight parents over sees the running of the Family Club Co-operative. The Committee meets the first week of each month to discuss the issues, finances and general management of the centre. The Committee members are elected at the Annual General Meeting, which is held in June. Members are elected to the Committee for a term of two years (which can be extended). A parent committee manages the crèche. The committee meets monthly and all parents are welcome to attend the meetings. The committee is elected by shareholders at the Annual General Meeting. All Co-operative members are expected to participate in a listed Committee or pay a fee (see questionnaire).
	Early Learning Centre	Supported by the university of Melbourne on the understanding that it provides research and demonstration facilities and actively contributes to the teaching and research of the University.

University	Centres	Management Structure
3. Monash	Monash Children's Centre Co-op Ltd	The centre is a not for profit service with a voluntary parent Committee of Management, so parents have direct input into their own policies.
	Monash Family Co-op	MCFC is controlled by a voluntary Committee of Management elected by parents, so there is direct input by parents in centre policies. Users of MCFC must become members of the Co-op in order to access care. MCFC is an ideal service for those who want a say in policies that will directly benefit their children. As members of a not-for-profit organisation parents can have confidence that all income is directed to maintaining a high quality program. There are three working bees a year in which the parents are expected to contribute. Various fundraising activities are also organised in which the parents are encouraged to participate. The Management Committee welcomes involvement from all members.
Faculty of Education	Elwyn Morey Centre	
Caulfield Campus	Monash Caulfield Childcare Association	Management responsibility Monash Caulfield Child Care Association Inc., a voluntary Parent Management Committee.
	Pooh Corner Child Care Centre	Student Union is management (Executive Officer) then co-ordinator of childcare centre, room leader and assistants.
Peninsula	Monash Peninsula Centre	Management responsibility Faculty of Education. Day to day operation the responsibility of the centre Director.
4. New South Wales	House at Pooh Corner	Management Committee reps from the President of Student Guild, member of Post Graduate Board, 2 VC reps, 2 parent reps.
	Honey Pot	Advisory board including rep's from parents, VC, financial, staff. Managed by UNSW, accountable to Director of Human Resources.
	Kanga's House	Kanga's House is an Incorporated body governed by a Management Committee to which the Director and staff are responsible. The members of the Management Committee are: <ul style="list-style-type: none"> 4 vice chancellor nominees who are members of University staff Parent representatives are elected annually by the parents at the APM (Annual Parent Meeting). The Committee meetings are held monthly and are open to parents of children enrolled in the Centre and to staff representatives. The Committee welcomes suggestions and comments on the management of the centre.
	Tigger's Place	Advisory board including rep's from parents, VC, financial, staff. Managed by UNSW, accountable to Director of Human Resources.

5. Queensland		
UQ Gatton Campus	Free Range Kids	
UQ St Lucia Campus	Campus Kindergarten	
UQ St Lucia Campus	Margaret Gribb CC	
UQ St Lucia Campus	Munro Centre	Parent management Committee are the licensees, then the Director, Assistant Director, Group leaders and Assistants. Parent Management Committee meets monthly.
UQ St Lucia Campus	Playhouse Parent and Childcare Centre	
6. ANU	University Preschool and Childcare Centre	<p>The Centre is an association incorporated under the <i>ACT Associations Incorporation Ordinance 1953</i>. Parents are required to pay a membership fee of 50 cents enrolment to become a member of the Association with voting rights. The Association's Annual General Meeting is held in March. The Association's Board, known as the Management Committee, has both parent and staff representatives.</p> <p>The Management Committee is responsible for the affairs of the Centre and works closely with the Director. The Committee usually meets monthly and has several sub-committees to carry on continuing work. The Committee sets fees and approves major expenditure. The Committee also selects the Director and Section Leaders. It is ultimately responsible for solving any serious problems in staff relations, staff-parent relations, and parent-Centre relations.</p> <p>The Centre employs a full-time Director who is responsible for all business relating to the day-to-day running of the service.</p>
	Heritage Early Childhood Centre	<p>The Director is responsible for the day to day running of the Centre, in line with the decisions of the Management Committee. Parents are encouraged to attend Committee meetings to ensure that the Centre continues to operate in the best interests of the children. Committee meetings are held monthly, usually in the evenings. The parents attending the Annual General Meeting, which is usually held in March each year, elect all parent members of the Committee. All parents are welcome to attend and take part in Committee meetings.</p> <p>The Committee is responsible for the management of the Centre in accordance with The Constitution. It formulates policies on all issues relating to the health and safety of the children and the day to day running of the Centre.</p> <p>The Committee has four functions, which are vital to the running of the Centre: finance; liaison/lobbying/communication/policy making.</p>
	Acton Early Childcare Centre	The centre is run by a management committee of parents, who are elected annually by the parent body at the Annual General Meeting of the association. All parents are encouraged to attend committee meetings, and are advised of committee decisions and events via the centre notice board and monthly newsletter.

University	Centres	Management Structure
7. Sydney	Boundary Lane Children's centre	Managed by Abercrombie Street Childcare Ltd a company incorporated through the University of Sydney.
	Ngalia Early Learning Centre	
	Union Childcare	
	Laurel Tree House	
	Carillon Ave Childcare Centre	
8. Western Australia	UWA Childcare Centre	The Child Care Manager is administratively responsible for the Centre, reporting to the Registrar. A Management Committee consisting of parents, staff and University administration staff will act as an advisory body for the Centre. The Supervising Officer and Director, Maria Kakasoulis, is responsible for the day-to-day supervision and control of the service, or the person appointed under the Regulations to act in place of the supervising officer.
	UniCare	The University Child Care Club Inc. is the society that maintains Unicare. All users of Unicare must be become members of the University Childcare Club. Fee \$20. Unicare Management Committee includes a representative appointed by the Senate"

Physical

University	Centres	Purpose built	Space indoor/outdoor	Staff facilities
1. Adelaide	Waite Campus Children's Centre	yes	As per license. Hoping to increase outdoor area with inclusion of an 'outdoor classroom'.	Staff room Staff library Computers but no resource room.
	Adelaide Campus Children's Centre	no	Center is on two sites with old buildings. Outdoor areas are quite spacious especially for the city but not easily accessible in 0-3 building (no direct access from indoors to outdoors).	
2. Melbourne	Swanston Street Children's Centre	Converted old buildings	3.3 sq m per child indoor. 7 sq m per child outdoor (regulatory minimum). Smaller centre numbers are limited by lack of outdoor space.	Staff room, planning areas, computer access. Access to University resources as University Employees.
	Queensberry Children's Centre			
	Melbourne University Family Club Cooperative			
	Early Learning Centre			
3. Monash				
Clayton Campus	Monash Children's Centre Co-op Ltd	Purpose built with funding from university	7 rooms with five landscaped playgrounds.	
Gippsland Campus	Pooh Corner Child Care Centre	Yes	3.3 metres per child of playroom space x 45 chn 7 metres per child of outdoor play space x 45 New centre for 70 children under construction.	Staff room for staff New centre will also have a planning room, kitchen and toilets.
4. New South Wales	House at Pooh Corner Childcare Centre	Yes	Indoors are as required outside is very spacious.	Each centre has a staff room, equipped with tea and coffee making facilities, fridge. Parking available although at Honey Pot and Tigger's staff pay Other centres pay from centre budget.
	Honey Pot Childcare Centre	Yes	Indoor space is larger than required, outdoor space is limited yet is compliant.	
	Kanga's House Childcare Centre	Yes	Indoors and outdoors are just over the required space.	
	Tigger's Place Childcare Centre	Yes	Indoor space is larger than required, outdoor space is limited yet is compliant.	
5. Queensland	Free Range Kids			
UQ Gatton Campus				
UQ St Lucia Campus	Campus Kindergarten			
	Margaret Gribb Childcare Center			

University	Centres	Purpose built	Space indoor/outdoor	Staff facilities
	Munro Centre	"not really"	1.25 sq m per child indoor. 1.26 7.2 sq m per child outdoor.	Separate staff room with a kitchen, TV etc.
	Playhouse Parent and Childcare Centre			
ANU	University Preschool and Childcare Centre			
	Heritage Early Childhood Centre			
	Acton Early Childcare Centre	Heritage valued house.	Large and varied natural play areas laid out in extensive gardens that surround the buildings.	
Sydney	Boundary Lane Children's centre			
	Ngalia Early Learning Centre			
	Union Childcare			
	Laurel Tree House			
Western Australia	UWA Childcare Centre			
	Unicare Childcare Centre (The club)	Purpose built Divided into 7 sections.		

School Children

University	After School	School holidays
Adelaide	No, no facilities/rooms/s are available for this.	This has been explored several times in the past years but not succeeded.
Melbourne		Student Union operate a vacation care programme which is contracted to an external for-profit provider.
Monash University School holiday programme		<p>MUSHP is a workplace sponsored program that provides school holiday care for primary school aged children of Monash University families and the local community. MUSHP is accredited with the National Childcare Accreditation Council (NCAC), recently achieving a result of High Quality across all 8 Quality Areas (QA). MUSHP is a leader in the field of Outside School Hours Care programs, constantly striving for excellence in service, programming and staffing. The program has been running on Clayton campus since 1988, providing a safe, inclusive and challenging environment for primary school aged children. MUSHP prides itself on community engagement; professionalism of staff; integrity of programming and commitment from Monash University management.</p> <p>MUSHP operates 8:00am - 5:30pm, Monday to Friday during the school holidays, including a 4 week program in January. The daily fee for 2008 is \$40 per day. An additional fee applies for specific adventures (please refer to the enrolment form for details).</p>
New South Wales	<p>At the moment there is no after school care provision.</p> <p>Provision currently being looked at with the aim to expand all child care provisions at UNSW.</p>	<p>Vacation care at Kanga's house Childcare Centre through month of January when day care centre is closed – runs 8.30 – 6.00 3mths – school age.</p> <p>Provision currently being looked at with the aim to expand all child care provisions at UNSW.</p>

University	After School	School holidays
<p>University of Sydney</p>		<p>School Holiday Programs (not sure if these are based on campus) Vacation care services provide care, including creative indoor and outdoor activities during the school holidays for primary school children. Sydney Uni Sports & Fitness in conjunction with Camp Australia conduct multi sports camps for children aged 6-16 years during school holidays (coinciding with semester breaks). The camps are designed to encourage all children to participate in a variety of sports.</p>
<p>University of Western Australia</p>	<p>At UWA Childcare Centre.</p> <p>3.00pm to 6.00pm Monday to Friday.</p> <p>The children can be collected from the Child Study Centre, Rosalie Primary and Pre-Primary, St Thomas Primary, Claremont Primary, East Claremont Primary, Loreto Primary and Dalkeith Primary (by arrangement) on the UWA bus. A walking collection from Nedlands on site Pre-Primary and Primary is also available. Plus children can be dropped at the centre by their parents.</p>	<p>Vacation Care 8.00am to 6.00pm Monday to Friday, during school holidays.</p> <p>Pupil Free Days 8.00am to 6.00pm.</p>

Breast feeding other facilities

University	Breast feeding	Other
Adelaide	No has been explored several times. More of an issue in the city as the campus is spread quite wide. Parents can usually attend centre to breast feed.	
Melbourne	Provision at both childcare centres. On campus breastfeeding rooms in Law building, School of Graduate Studies and Union House	
Monash	Lists of parenting rooms and equipment (e.g. changing, feeding and resting) for each campus located on web.	
New South Wales	<p>“Breast feeding policy UNSW recognises the importance and benefits of breastfeeding, and understands that many women will return to work while they continue to breastfeed. This policy therefore seeks to accommodate the needs of employees within the context of the needs of the University and individual work units.</p> <p>Also</p> <p>The University is committed to providing employees with flexibility to take lactation breaks during their workday. These can be negotiated between the employee and her supervisor as part of a flexible working hours arrangement.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Time off for an employee to express breast milk or to breastfeed her baby at a child care centre that provides a suitable space for feeding; • Flexible start and finish times; • Allowing lunch and other breaks to be taken to coincide with feeding times; • A short period of time off to return home <p>Flexible working arrangements.</p>	<p>Centres encourage parents to visit during the day to breast or bottle feed their children and to provide a calm, quiet space.</p> <p>“The University is committed to providing for employees who are breastfeeding a clean, private room with power point, lockable door, comfortable chair and access to a refrigerator, hand washing facilities and breast pump storage area. The University is currently exploring rooms on campus, which may be developed to support this need. A key consideration in relation to this issue is that any such facility must meet appropriate health and safety standards, including proper sterilisation.</p> <p>The location of rooms designated for breastfeeding and changing babies/infants can be found at http://www.hr.unsw.edu.au/employee/locationsmap.pdf.</p>

University	Breast feeding	Other
New South Wales cont..	Should be subject to the University's operational requirements and should be made up at times mutually convenient for the employee and the work unit." [website]	
Queensland	Mums are encouraged to continue breast feeding and come to the centre (Munro) to do so. Don't have separate area but a quiet corner in the nursery or sleep room is available.	
Sydney	The Women's Resource Room located on the ground floor in Manning House is a safe space for all women and can be used by breast-feeding mothers.	Facilities for parents around the Darlington/Camperdown campus are maintained by the University of Sydney and the University of Sydney Union information about this can be found on their website.
Western Australia		If you are looking for baby change facilities at the University please access the following sites around campus.

Policy comments

University	
Melbourne	University has 'Family Friendly' policies including matters such as breastfeeding but nothing especially on ECE.
Melbourne University Club	Its primary purpose is to provide high quality child-care so that parents in the University and local community can combine career and family life.
University of New South Wales	UNSW is midway through a Workplace Productivity Project where we are looking closely at our childcare provisions with the aim to improve student/staff access through a centralised operating model. "The University considers quality childcare being accessible by staff to be one of the key factors in attracting and retaining staff. For local and international student families childcare services support their ability to study effectively and achieve their career aspirations [website]. UNSW sponsors places and/or subsidises the running costs of four centres. Plans to expand". [website]
University of Sydney	<p>The University of Sydney Policy on Children on University Premises is intended to ensure: equal opportunity for scholarship and employment to those who are responsible for care of children, and the health and safety of children on University premises.</p> <p>Background In Australia today it is increasingly acknowledged that family responsibilities (especially those relating to dependent children) directly impinge on employment and educational opportunities. Within the context of higher education, it is clear that such responsibilities have significant impact on the educational opportunities of students and the employment opportunities of staff.</p> <p>There is not precise information concerning the members of this University who are responsible for young children. However, the figure is likely to be high. It is known that within the Australian population at large more than half of the mothers of pre-school aged children and two-thirds of those with school age children are currently in the work force. Further, as women's levels of education increase, so does the likelihood that they will remain in paid employment after the birth of children. It is important, too, to note that over 95% of the fathers of young children in Australian Society are in paid employment.</p> <p>The International Labor Organisation has recognised that many workers, both women and men, have domestic responsibilities and that these may, at time, impinge on workplace responsibilities (Convention No 156 and Recommendations 165, 1981). As an equal opportunity employer, the University has an interest in supporting its members to balance the various demands they face as workers and as people with family responsibilities.</p> <p>Consistent with these observations, the University of Sydney recognises that:</p> <ol style="list-style-type: none"> 1. family responsibilities impinge on all aspects of an individual's life and are not confined to be 'private' sphere. The ways in which such responsibilities impinge on work and education means that they are the concern of the University as a whole; 2. family responsibilities affect both women and men; 3. students and staff should have access to the same educational and employment conditions regardless of their status with respect to dependent children.
University of Western Australia UWA Childcare Centre	Our centre is an integral part of the community that is encompassed by the University of Western Australia. By providing a quality child care service for its staff and students, we are supporting the University's ongoing commitment to their Work and Family Policy.

Other

University	
Adelaide	<p>Re waiting lists, try to maintain enrolments to ensure siblings and campus families can access care when needed. We do not always fill vacancies if we have campus families who will require childcare in the next few months. We frequently have families coming from overseas on our waiting list. We still struggle to be viewed as educators. Acknowledgement of value of childcare with focus on learning and development varies across the campus. We are often an insignificant aspect of campus life for those who do not use our services.</p>
Melbourne	<p>I think the key issue in benchmarking is the level of support the University provides for early childhood services. Here the University provides annual funding to Children's Services. This covers some of the additional costs of having staff directly employed by the University and covered under the Higher Education Workers award and Enterprise Agreement. Our pay rates are higher than in the community or for-profit early childhood sectors.</p> <p>Funding also enables us to charge lower fees for students, and they can also access a shorter year.</p> <p>Our funding is not taken for granted, and there are frequent suggestions that it should be cut or removed. Our fees are about average for inner city services, but our funding assists us to provide high quality, innovative programs.</p> <p>We also provide extensive advice and referral for families looking for child care.</p> <p>We have a very low turnover of staff. This is because we work under better pay and conditions than many in our sector, and also because the centres are resourced to support high quality practice. We have lots of part time staff, although this does present challenges in providing consistent staffing. Full time staff work a nine day fortnight.</p> <p>We try to work with the Education Faculty to promote quality innovative Early Childhood programs. We regularly host student visits, take numbers of students on practicum, and host a number of research projects. Our staff are also involved in research projects, presenting at conferences etc. Our links to the University's teaching and research are an important plank of our relevance to the university.</p>

UNSW	<p>UNSW provisions have all been established to meet a different need and have all been operating independently of each other. Since the introduction of voluntary student Unionism UNSW is taking a closer look at the Child Care Services.</p> <p>UNSW is currently undertaking a Workplace Productivity Project with the assistance of a Federal Govt grant and over the next 2 years we are aiming to achieve significant reform and re-design the operating model for provision for CC services at UNSW with the objective of increasing the efficiency and productivity of resources currently allocated to this service.</p> <p>Also supporting the transition to voluntary unionism through assisting UNSW with the management and operational integration of 2 child care centres previously supported by the student's organisation.</p> <p><i>“Honeypot has a proud history of student activism -it opened at the beginning of 1992 by a couple of student parents who were frustrated by the lack of child care spaces available on campus. They recognised that child care was an equity and access issue, and set about establishing a centre which provided affordable, good quality child care.</i></p> <p><i>Kanga's House Child care centre was established in February 1981 as a 73 place Community based Child Care Centre following a written submission from the Student Union of the University of New South Wales to the Minister of Social Security. Since then we have been funded by the State and Federal Governments, (currently only the State Government) and the University of New South Wales. In 1991 the centre expanded to include 16 UNSW Work based child care places. In 2008 the Centre increased its numbers from 89 to 99 children per day to include 10 more 0-2 year old places.” [website]</i></p>
University of Queensland	All child care centres on campus are run independently of each other. They all have buildings supplied by the University but [the University] doesn't run the centres as such. Priority if given to children of staff and students.
ANU	The University Preschool and Childcare Centre was founded in 1969 by ANU staff and, while independent and not for profit, the Centre enjoys a close relationship with the ANU. The UPCCC is located on campus in Lennox House, a building provided by the ANU. The ANU provides contributions to the running costs of the Centre, as well as staff amenity funds to provide equipment. Families with connections to the ANU are given priority on the Centre waiting list.
Sydney	Runs a Childcare information office which aims to help students and staff access information about child care. The Office provides information about the child care centres on or near the Camperdown/Darlington and Cumberland campuses and other relevant government agencies. It cannot, however, influence when or how quickly a student will gain a place in child care centres or provide information about a centre's waiting list. For specific information about waiting lists you will need to contact the child care centres directly.

U21 Universities (outside New Zealand and Australia)

Responses to Benchmarking Survey

Basic Information

University	Centres	For children of	Ages	Roll/ License	Waiting list	Full day/ part time	Hours
9. Edinburgh							
Established approx 40 years ago for research on babies	Uni-Tots Nursery	Wider community.	2.5 – 5 years	24	6 mths – 1 year	Morning or afternoon session.	8.30 – 5.00
10. British Columbia							
UBC Childcare services 17 licensed child care programmes total of 360 licensed places. First centre opened in 1969 17 th in 2003	Little goslings	Targets for all centres are: 40% students; 50% staff and faculty; balance full fee paying policy.	4 – 18 months	12	Under 3's wait 2.5 years with over 600 on list 3 – 5 wait 2 years (300)		Typically 8.00 – 5.30
	6 day care centres		18 months – 3 years	12 x 6			
	6 day care centres		3 - 5 year olds	25 x5 16 x 1			
	Pre School			20 a.m. 20 p.m.		2 – 5 hours per day	
	Kindergarten and kindercare	After school care.	5 year olds	27 110	5 year olds all spaces filled by internal graduates.		Wrap around school hours and full time in summer holidays.
5 new programmes under construction to open 2009				108 more spaces			

University	Centres	For children of	Ages	Roll/ License	Waiting list	Full day/ part time	Hours
11. University of Nottingham							
Established 1995	Day Nursery	Staff/Students	4 mths – 5 years	50	Staff 57 (total of 361 sessions). Students 51 (total 341 sessions).	Sessions and full day care.	8.00 – 6.00
Established 1999	Play Centre	Staff Students Community if places available.	18 mths – 5 yrs (prefer to keep lower number including holiday scheme)	28/42 60			8.30 – 5.30
<i>Private centre on Uni Park Campus</i>	TLC at University of Nottingham	Staff/students/community	6 weeks – 5 years				

Staffing

University	Centres	Staff Child Ratio	Trained Staff	PD Opportunities	Meetings
9. Edinburgh	Uni-Tots Nursery	1:8	5 trained staff	Staff are encouraged to set themselves goals and objectives each school year which are submitted to manager and discussed as appropriate. Staff can seek out any courses they would like to attend hopefully to include their own aims & goals. Sometimes it is stipulated by Government that certain courses must be attended. Manager books all courses and keeps a yearly record on file.	A staff meeting is held once a week for 30 minutes. An agenda is set and discussed and planning provision is also carried out if there is enough time.
10. UBC	Little goslings	1:3 infants	90% licensed ECE Staff with age specific college training and a BC license to practice.	Staff have right to 4 paid days per year for attendance at mutually agreed training workshops.	Staff meetings once per month after work on paid time.
	6 day care centres	1:4 toddlers			
	6 day care centres				
	Pre School	1:8 3 – 5 yrs			
	Kindergarten and Kindercare	1:10 5-6 yrs 1:15 7 – 12 yrs			
11. Nottingham plus supernumerary deputy childcare services manager and childcare services manager	Day Nursery	1:2 babies (25) 1:3 toddlers (24) 1:5.6 Pre School	100% to level 3 19% of whom have level 6 & 2 Early Years professional Status, plus 6% foundation degree.	Close for 2 inset days per annum, covers core essential training (e.g. first aid, COSHH, risk assessments, food hygiene certificates), so that all staff have up to date knowledge and current certificates. SEDU provide training Uni wide that CCS can access (e.g. ILM management training, MS office courses, R&S) and support for staff undertaking further professional / higher level qualifications (e.g. doing degrees). Access to other courses / development opportunities determined by individual development plan of each staff member (e.g. if SENCO or Child Protection Co-ordinator then access to courses determined by these additional duties as priority), aim for 4 days total training per annum per staff member.	Once per annum, service closes early (5pm). Team meetings (held monthly) for units, either before/after work (e.g. 7-8am or 6-7pm) and toil given. Senior Early Years Practitioners meetings held once fortnight during working hours. Childcare Services Management Meeting held monthly during working hours.
	Play Centre	1:2.7 toddlers 1:7.33 Pre School	100% to level 3		
Nottingham cont.					

Parent Whanau

University	Involvement	Facilities
1. Edinburgh	Parents are encouraged to support the nursery. Over the years many have brought in their musical instruments played music and discussed rhythm with the children. Others have worn their uniforms and shown and discussed their careers. Presently we have parents helping out in our wildlife garden.	There is a large reception area where staff do congregate. If parents did require a space one could be made (probably in the basement area).
2. UBC	Parents are welcome to spend as much time as they like in the programme. We also have parent duty spots where they can help bridge the ratio at the beginning or the end of the day for a small fee reduction.	Parents are welcome within their programmes. Centres are home like and welcoming. There is adult furniture and some space for privacy.
3. Nottingham	Contribute to CCS Newsletter; volunteer to help out on trips / swimming / yoga bugs; parent meetings x 2 year and parents involved half termly in reviewing child's individual plan; family fun days (usually Saturdays); contribute to home books (sent home daily with child, encourages sharing of information between home and nursery). Difficult to engage parents due to being work/study based and parents having work/ study commitments. Considering Blog for childcare services.	

Management Structure

University	Centres	Management Structure
1. Edinburgh	Uni-Tots Nursery	Manager is a qualified Early Childhood Educator studying for BA.
2. UBC		Centralised management because we are all on one city block. 1 Senior teacher in each daycare who works on the floor with the children while supervising her programme and staff team. .4 in the administration office, 1 Director, 1 Assistant director/admissions officer. 1 Full time clerk and 1 coordinator managing the 110 spaces of school aged care.
3. Nottingham	Day Nursery	Registrar, Director of Student Operations and Support, Head of Student Services, Childcare Services Manager, Deputy CCS Manager, Senior Early Years Practitioners (each of whom leads a team of Early Years Practitioners).
	Play Centre	Registrar, Director of Student Operations and Support, Head of Student Services, Childcare Services Manager, Playcentre Manager, Senior Early Years practitioner, EYP's.

Physical

University	Centres	Purpose built	Space indoor/outdoor	Staff facilities
1. Edinburgh	Uni-Tots Nursery	No, situated in a Georgian building.	Huge playroom and outdoor space.	Staff Room where they take lunch and tea breaks. Staff privileges through the university including discounts throughout the city.
2. UBC	UBC Child Care Services	15 programmes are in customised designed space. 2 are in renovated space that still exceeds licensing requirements.	Centres are designed like little houses very home like and welcoming. Infant care 129 sq ft per child indoors and 101 sq ft outdoors. Toddler care averages 144 sq ft per child indoor and 270 sq ft outdoors. 3 – 5 care 80 sq ft per child indoors and 180 sq ft outdoors. After school over 50 sq ft per child indoors and 100 sq ft outdoors.	All of the daycares are located in custom designed buildings all along one “city” block. Over 70 staff. There is a small office in each daycare for adult space and one large kitchen/lunch room for adults in the administration building. Shower has been added for those who wish to commute by bike.
3. Nottingham	Day Nursery	Yes	varies according to age group, space in excess of legal requirements.	Staffroom, staff toilets, kitchen facilities to make drinks/light meals (encourages staff to remain on premises), lockers, access to photocopiers/computing facilities/ laminators/ binders etc.
	Play Centre	No		

School Children

University	After School	School holidays
Edinburgh	No, there are different registration procedures in place and it would open a whole new can of worms to carry this out. It would also need to be profitable.	
UBC	Extensive programme catering for 27 five year olds plus spaces of after school care for 6 – 12 year olds. Wrap around school hours and full time in summer holiday.	
Nottingham	Holiday Playscheme (we stopped the after school club following difficulty in collecting children from wide catchment area and keeping the service financially viable) for children aged 4 years to 12 years, also offer cover for school inset days. As a work/study based nursery we take children from a number of different local authorities, each with their own policies, therefore we are flexible about sessions to accommodate different needs of parents depending on locality within which they live. Open throughout all holidays with the exception of Bank Holidays (8), University days (5) and 2 inset days for Childcare Services staff.	

Breast feeding other facilities

University	Breast feeding	Other
Edinburgh	Parents can use the staff room in the childcare centre.	
UBC	Parents welcome to use their childcare centre	
Nottingham	Parents' breastfeed within the Sparkling Starfish unit (for babies aged 4 months to 18 months). Can use staff room when not in use for staff lunch breaks.	

Policy comments

University	
Edinburgh	
UBC	<p>To provide exemplary child care by offering a continuum of services tailored to meet the needs of families accessing the university.</p> <p>Quality childcare serves the best interest of children and families in a partnership of parents, professional caregivers and support staff. UBC CCS accepts the role of care provider in order to support and enhance the family within the university setting.</p> <p>Vision: The university is a direct beneficiary of Child Care services through its positive reputation as a progressive employer, enhanced recruiting of faculty, staff and students, strengthen the University Town, enhanced research in early childhood education and further extension of the UBC commitment to Life long learning.</p>
Nottingham	Childcare provision forms a part of the University's comprehensive range of 'family friendly' policies offering places for both staff members and students. Our opening hours are influenced by the hours of students' lectures and our service is regularly reviewed in the light of user feedback.

Other

University	
Edinburgh	Our nursery has been used as a research facility for 40 years. We are part of the Department of Psychology. Under graduate and graduate Students use the children as subjects. They also play games with them to find out how children develop mentally, socially and emotionally
UBC	The university has discovered that access to childcare is a critical recruiting tool. Mature students (graduate and PhD students as well as Faculty and Staff.
Nottingham	<p>We are able to offer specific benefits to the University community as a work based nursery through the Nursery Tax Scheme due to Inheritance Revenue tax rules regarding work based childcare provision. We also offer this to parents using our holiday play scheme.</p> <p>*The day nursery is full year however the play centre offers the opportunity to book either full year or term time only (local education authority term dates).</p> <p>*The CCS Manager is part of the SSMT (Student Services Management Team) ensuring continued alignment of service with University goals / objectives.</p>

Addendum

In order to ensure accuracy in the benchmarking process, each respondent was provided with a draft summary of information relating to their university and invited to send amendments. Additional information relating to rates charged is shown in the table below:

Universities	Clients	Weekly under 2	Weekly over 2	Daily under 2	Daily over 2	Session under 2	Session over 2	Hourly under 2	Hourly over 2
Massey									
<i>Albany Campus</i>	Students					\$19.50a. m. \$18.50p. m.	\$16.50a. m. \$15.50p. m.		\$4.00 (for 20 free hour children)
	staff					\$21.50a. m. \$20.50p. m.	\$19.00a. m. \$18.00p. m.		
Otago									
<i>Nursery School</i>	Students	\$204.00 (40 hrs)						\$5.10	
	Staff	\$229.50 (45 hrs)							
<i>Pre School and Fulltime</i>	Students		\$172.00 (40 hrs)						\$4.30
	Staff		\$193.50 (45 hrs)						
<i>College</i>	Students		\$200.00 (40 hrs)						\$5.00
	Staff		\$225.00 (45 hrs)						
Canterbury (rates for 2009)									
<i>Te Ao Tamariki</i>	Students	\$166.00	\$166.00	\$34.30	\$34.30	\$18.30	\$18.30		
	Staff Community	\$189.00	\$189.00	\$39.00	\$39.00	\$21.20	\$21.20		