

***It Still Takes A Village: A look at the extent to which early childhood
development policy is implemented in two township day care centres in
Olievenhoutbosch, Tshwane (Gauteng).***

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A Research Report

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DECLARATION

I hereby declare that this work and ideas contained therein are wholly mine and original.

I declare that full referencing and acknowledgements have been done on ideas and thoughts that do not belong to me.

I am also aware of the University of the Witwatersrand's policy against plagiarism.

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Date

Signed

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Chapter One: Introduction

South African has adopted a new perspective in its attitude towards young children who are not yet in the formal schooling system. This is made evident by early childhood development policies drafted and set out officially by the various departments in Government, namely: the Department of Education, the Department of Social Development and the Department of Health.

These Departments' revised policies are based on the global policies for children's rights and protection as outlined by the United Nations Children's Fund Guidelines. The newly proposed over-all South African Government policy aims to integrate all policies from the various South African departments into one plan that seeks to cover the basic standards required for the holistic development of young children across the country.

1.1 Research Aim

The purpose of this study is to take a look at the implementation of these various policies in a context where early childhood development policies can be observed in practice in two specific Day Care Centres. Particular attention will be paid to two township Day Care Centres in Olievenhoutbosch – where resources and support structures required to enable implementation of Government policies in early childhood development are not always readily available or accessible.

One of the fundamental aims of this study is to investigate the extent to which a gap exists between the ideals set out for early childhood development as outlined by the Department of

Health, the Department of Social Development and the Department of Education wherever applicable.

Above all, the main aim of these ethnographic case-studies is to provide an insight into what day care practices look like in a township in contemporary Gauteng in light of the early childhood development policies in place and to evaluate the extent to which these policies are being or can practically be implemented in contemporary South African townships Day Care Centres

In this research report, Chapter One will serve as an Introduction to the context of the Early Childhood Development sector in South Africa. Chapter Two will provide a Literature Review discussing selected aspects of pertinent issues relating to the Early Childhood Development sector in South Africa including brief summaries of the policy guidelines of the Governmental Departments that concern themselves with this sector i.e. the Departments of Health, Social Development and the Department of Basic Education.

Chapter Three will explain my Methodology and discuss my approach to my fieldwork. Chapter Four presents the findings of my fieldwork research for Case-Study 1: MaLizzy's Early Learning Centre, Olievenhoutbosch, Tshwane. This ethnographic case-study 1 presentation will be followed by an analysis of the fieldwork data findings in Chapter Five.

Thereafter Chapter Six presents Case-Study 2: Happy Kids Day Care and Drop-Off Centre in Olievenhoutbosch, Tshwane. This ethnographic case-study presentation is be followed by an analysis of the fieldwork data findings in Chapter Seven. Chapter Eight will provide a brief

comparative analysis of both case-studies 1 and 2 including my recommendations and conclusion.

1.2 Research Rationale

The reasons motivating this study are both personal and professional. In 2013, a study titled, 'Addressing The Registration Issues Experienced By Unregistered Child Care Facilities', on early childhood development policy implementation in South Africa published by the D.G. Murray Trust (a private South African foundation that funds social initiatives) found that in reality there exists a gap between South African government policy and the implementation, monitoring and evaluation of policies as set out – in a number of Day Care Centres in the country (www.dgmt-community.co.za).

This study was conducted by a social worker that specialises in child protection called Ms Buyi Mbambo who was called in as a consultant at the University of Pretoria's Centre for Child Law.

In a request to me to help her, one of the Day Care Centre owners in Olievenhoutbosch in Centurion, Tshwane, attested to this when asking me to assist her and her staff by arranging training workshops to help bring them up to speed with Government requirements for Day Care Centres as currently outlined in the South African early childhood development policies.

As a Child Care Director of an Early Learning Centre in a suburban area 10 to 15 minutes away from Olievenhoutbosch I appreciated and admired her concern but even more so, I

became intrigued by the extent to which the gap between early childhood development policy and practice existed in this Centurion Centre and in other centres in the neighbourhood.

Chapter Two: Literature Review

2.1 Importance of Early Childhood Development for South Africa

In an article published online by e NCA (e TV News Channel Africa) on the 18th of August 2013 titled 'Government to examine Early Childhood Development Centres', the news channel reported that the government of South Africa had announced its plans to conduct a national audit of early childhood development centres through the Department of Social Development. The article reported that according to the 2012 National Planning Commission Overview Report the "quality of early childhood development and education for impoverished black communities, was not up to scratch" (e NCA, 2013).

The reasons listed in the report included, amongst other things a lack of, "funding for infrastructure, staff training for teachers and learner support materials". This second national audit was to begin in the Northern Cape and meant to further investigate the situation throughout the rest of the country without the intention of simply closing down the centres that didn't meet the necessary requirements but to assist them in bringing them up to required national standard (e NCA, 2013).

The findings of this second national audit have found that 91% of the centres were not following a standardised national curriculum with the majority of the teachers not suitably qualified, "supplies and equipment were inadequate, as were safety and health measures and the Grade R provision was left wanting".

According to an article by the Mail and Guardian published in November 2014, titled 'State robs children of best chances' by Gail Washkansky – the audit found that essentially early

childhood development services provisions were geared towards simple child-minding and not necessarily a “comprehensive preparation for learning programme” (www.mg.co.za).

The University of Pretoria’s Centre for Child Law’s study published in 2013 looked at the reasons for non-registration of facilities along with exploring the problems that early childhood development centre owners faced when attempts of registration were made, for example, in 7 early childhood development centres across the country – 3 in the Eastern Cape, 2 in Gauteng and 2 in Kwazulu-Natal (D.G. Murray Trust, 2013).

The D. G. Murray Trust findings indicated that there was “a lack of knowledge and understanding of the registration procedures and requirements, a lack of clarity regarding municipality processes that need to be followed in order to obtain health certificates, which is an important requirement for registration, as well as what they described as a ‘draconian’ approach being used by the Department of Social Development staff in dealing with registration issues” (DGMT Trust, 2013:02).

Although the Departments of Social Development, Health, and Education have now (together) set all the minimum standards and requirements regarding child day care in Gauteng as well as the rest of the country, the Department of Social Development remains the ‘gateway’ department to register with when attempting to bring a day care centre into compliance with early childhood development policy in South Africa.

As mentioned above, early childhood development policy – covering the holistic development of children – concerns the various Departments of Government (Health, Education and Social Development). This study is concerned with the actual implementation

of the early childhood development policy as primarily outlined by the Department of Social Development and seeks to investigate and understand what it looks like in practice in township day care centres catering to children aged between 0 to 6 years. In relation to policy and practice, I am also interested in the experience that day care centre owners encounter in applying to register their day care centre with the Department of Social Development.

2.2 Early Learning Development

In the foreword of the '*Guidelines for Early Childhood Development Services*' published by the Department of Social Development of the Republic of South Africa in May 2006, early childhood development is described as the phase in the human cycle that ranges from birth to nine years(www.unicef.org).

These years in the human cycle are considered to be the most fundamental as they lay the foundation for an individual's personality, temperament, character, and how they relate to other individuals in society. The early childhood phase can be divided into three stages which include: the infancy stage (0-2 years), early childhood phase (2-6 years), and the final phase (6-12 years) called middle-childhood by Developmental Psychologists (Louw & Edwards 1997:484).

2.3 Importance of Early Childhood Development

There exists a general consensus between the South African government Social Development, Health, and Education Departments that proper facilitation of development in the entire 0-12 year phase of childhood development is of the utmost importance. Papalia & Olds (1996:14) argue that, "Childhood development is [concerned with] the scientific study

of the ways in which children change as well as how they stay the same from conception to adolescence”.

Aspects of childhood development include physical development, cognitive development, social development and emotional development. These aspects of childhood development are subject to influences from various levels of the child’s environment, and include but are not limited to the home as well as places outside the home that the child frequents, for example, an aunt’s home or day care centres (ibid).

2.4 Early Childhood Development Policy in South Africa:

Department of Social Development

The Department of Social Development has various documents in the archives on its official website that pertain to the care and protection of children’s rights such as the Children’s Act of 2005 that protects children from abuse and maltreatment within and outside their homes (www.dsd.gov.za).

This literature review concerns itself with the guidelines and policies that the Department of Social Development has outlined regarding (i) the provision of and facilitation of early childhood development outside of the home, and more specifically (ii) day care centres (also referred to as early childhood development centres and places of partial care outside of the home.

According to a summary of the child care policy regarding the registration of an early childhood development centre or facility provided by the official website of the South African Government Services (last modified on the 16/12/2014), ‘an early childhood development centre or a crèche is a place for the care of more than six pre-school children for part of the day or night’ (www.services.gov.za).

The registration procedure and checklist for application is also provided on this site and includes information such as where to get the necessary forms to complete i.e. (i) at the nearest Department of Social Development branch office or municipal office, (ii) a list of the necessary documents required for submission in order for the registration to be complete such as the particulars of the owner, a curriculum vitae that lists experience, skills and qualifications relevant to the early childhood development field, (iii) a physical postal address of the proposed facility, as well as (iv) the proposed number of children that will be accommodated by the facility, (v) and a description of the programmes and services to be offered (www.services.gov.za).

Other important documents required include the following listed on www.services.gov.za:

- (a) A health certificate from the local municipal office,
- (b) An original copy of the approved building plan,
- (c) A business plan including the fee-structure, staff composition and business hours
- (d) An emergency plan
- (e) A constitution

The registration process is free and is said to take three months before a certificate can be issued by the Department of Social Development.

According to the document *Guidelines of Early Childhood Development* set out by the Department of Social Development, and approved in May 2006 which is still used as a reference point: Visits by officials from the Department of Social Development conducting continuous assessments of a facility are also promised, together with a review of the qualification of the certificate being assessed every 5 years (www.gov.za).

Department of Health

The official website of the City of Johannesburg's Metropolitan Public Health By-Laws (2000) document (Chapter 14) has a section outlining minimum requirements for places of care for children (www.joburg.co.za). These public health by-laws for child care services include (to list a few): the general requirements for child care – premises, indoor and outdoor play area(s) requirements, general duties of a child care service provider, and medical care of children.

Chapter 14 of the City of Johannesburg Metropolitan Public Health By-Laws (2000) document discusses the general requirements that child care service providers should meet in order to comply with and in order to receive a permit which is necessary for the legal operation of child care services in South Africa (www.joburg.co.za).

For the purposes of this study the City of Tshwane's Health By-Laws for Child Care Services document will be drawn on. This document has similar general requirements as outlined by the City of Johannesburg but goes into more detail in giving examples to help guide a service

provider better and has an additional section that includes specific requirements concerning child care centre kitchens.

In Chapter 2, page 4, of the of Tshwane's Health By-Laws document, the discussion of the requirements for the issuing of a Health Certificate by the Department of Health begins by sternly warning that "no person may operate a child care service on any premise unless he or she is in possession of a Health Certificate" (www.tshwane.gov.za).

The Health Certificate is meant to be on public display in the premises for which the certificate is issued and will generally include the following information: the name of the child-care service provider, the maximum age and number of children that can be accommodated adequately on the premises, and the operating schedule and opening hours of the facility.

The Health Certificate may only be issued by the Department of Health once an environmental health practitioner sent by the municipal office or inspectorate has made a physical review of the premises and given a report as to whether or not the premises meet the minimum requirements for each age-group the child care service provider is intending to provide with care (www.tshwane.gov.za).

Department of Education

The Department of Basic Education of South Africa tackles the educational planning and matters from Grade R to Grade 12 and is a new department that was formed when the National Department of Education split into two in 2009 (www.education.gov.za).

In this document's introduction the importance of early childhood development programmes is highlighted as being able to provide for the developmental needs of children coming from impoverished families in the community in ways for which the families cannot make provision.

Unfortunately in South Africa, as in the case of Zambia, “there is no mandatory standard curriculum for early childhood development for those in their pre-school years that community based child care centres must use” (Fink, et al., 2010:130).

However, the scope of this research will not deliberately seek to explore the issues pertaining to the provision of quality Grade R services as this would require a specialised section as this set of provisions pose a unique set of challenges.

2.5 Policy

This literature review concerns itself with the substantive kinds of policy that Torjman (2005:02) describes as being “concerned with the legislation, programs and practices that govern the substantive aspects of community work [and] this dimension of policy includes for example, income security, employment initiatives, child care services and social exclusion.

There exist many definitions of what policy i.e. ‘public policy’ is in particular but the essence of most definitions is that it is an attempt by government to address a particular social issue or problem. In a nutshell, public policy seeks to achieve a desired goal that is considered to be in the best interest of all members of society” (Torjman, 2005:02).

2.5.1 Policy Implementation

“Implementation [of any policy] inevitably takes on different shapes and forms in different cultures and institutional settings” (Paudel, 2009: 36). In South Africa this is the case due to a number of factors; such as: limited knowledge of governmental procedure, few designated personnel to evaluate and monitor the quality of a particular policy's implementation, and more specifically due to various and varying differences in the availability of resources to help meet the goals of a policy's objectives and implementation at ground level.

Paudel (2009: 37) notes that; “Besides [differential implementation] the success of a policy depends critically on two broad factors: local capacity and will”. It is important also to note, he argues, the understanding of a policy's objectives but more so of the purposes of the policy's guidelines by individuals implementing a policy as the last link in a chain of policy implementation is said to increase a personal willingness to commit to the stipulated guidelines.

Thus, an understanding of the reasons for stipulated guidelines by the Governmental Departments concerned with early childhood development in South Africa by child-care practitioners could help motivate a commitment to adhering to the policy guidelines and thus bring about a higher rate of success of these policies being put in place. This understanding,

however, needs to be facilitated, sustained and encouraged via public awareness campaigns running regularly and extensively through-out the country.

Four main ingredients identified for the effective implementation of policy by Elmore (1978) are: (i) clearly identified goals, (ii) a management plan that monitors performance standards by its sub-units, (iii) objective means of measuring performance, and lastly, (iv) accountability by the sub-units for the performance standards recorded (Paudel, 2009:37).

Studies on child care centres in Africa bemoan the fact that there is no 'regulatory body' that is dedicated to the monitoring of the standards of Day Care Centres in their country (Grey, 2008 and Kathyanga, 2011).

As cited by Paudel (2009); in effect, South Africa has only two of the main ingredients identified by Elmore in 1978 as being necessary for the effective implementation of policy, namely that: (i) there are clearly identified goals for early childhood development as outlined in the policies set out by the Departments of Social Development, Health, and Education. And, (ii) South Africa does have objective means of measuring performance which takes place when a day care centre owner initially registers the centre.

However, regular monitoring of performance does not take place with the Department of Social Development only requiring that a Day Care Centre renew its certificate at the very least every five (5) years.

Additionally, there is no outlined national 'management plan' whereby the ongoing performance standards and accountability of South African Day Care Centres are monitored

by a specifically-designated governmental unit within the Departments of Health, Education, and Social Development.

Thus currently in South Africa; each individual Day Care Centre owner implementing government policy requirements, on the ground, deals variously with the policy-enforcers in the respective Governmental Departments of Health, Education, and Social Development.

Consequently, (Barrett 2004:254) argues that: “Rather than asking whether and how a particular policy has been implemented, or comparing outcomes against original policy objectives, which assumes *a priori* a causal link between the policy and outcomes observed, implementation studies need to start with what [is] actually happening at delivery or recipient level i.e. 'on the ground', and explore why from the 'bottom up’”.

In this regard, this study will approach the research of early childhood development policy implementation from a ‘bottom up’ perspective by using a method coined by Elmore in 1978 as 'backward-mapping' (Barret, 2004:254).

'Backward-mapping' consists of stating precisely the behaviour to be changed at the lowest level as opposed to 'forward-mapping' [that] consists of precisely stating the policy objectives (Paudel, 2009:43). Thus, ‘forward-mapping’ and ‘backward-mapping’ can be likened to using a 'top-down perspective' and a 'bottom-up perspective', respectively (Paudel, 2009).

In sum, evaluating policy implementation through the 'top-down perspective' begins with examining a policy's goals or objectives trickling down the implementation chain so as to measure how far the implementers on the ground level achieve the goals set out.

Whereas, the 'bottom-up perspective' begins at the bottom or ground level and describes first what is actually taking place in reality and then working up to evaluate the reality versus the intended substance of the policy. In the context of this study, this means that the starting point will be at the ground level where the implementation of early childhood development policy will be qualitatively examined in two Day Care Centres in Olievenhoutbosch Township.

Limitations of using the 'bottom-up perspective' have been argued to be that “it does not provide satisfactory solutions to the problems of public policy as its general outcomes are descriptive in nature, and that the perspective cannot successfully explain why coping strategies occur and why they vary” (Paudel, 2009:42).

The 'top-down perspective' on the other hand, has been criticised for “neglecting the reality of policy modification or distortion at the hands of implementers as well as for putting exclusive emphasis on statute framers as key actors in policy implementation” (Paudel, 2009: 40-41).

This study is concerned with investigating the actual reality of early childhood development policy in two township Day Care Centres in Olievenhoutbosch with the aim of discovering and reporting on the coping strategies adopted by these centre as each centre attempts to meet the amalgamated Departments’ of Health, Education and Social Development South African Government’s Early Childhood Development Centres policy goals and objectives.

In respect of the scope and purpose of this study – as the research will be employing participant-observation ethnographic techniques to collect data – I will (as mentioned above) use a 'bottom-up' perspective or 'backward-mapping' methodological approach to my fieldwork research.

2.6 Day Care Studies in Africa

“Actions on child protection in Africa are now largely driven by the ‘United Nations Convention on Child’s Rights’ and governments are often supported in policy implementation by international agencies such as UNICEF” (Delaunay 2011:82). For example; the public health by-laws and the Department of Social Development’s guidelines for day care centres attempt to meet the requirements of Article 24 (amongst others) of the UN Convention document focused on Children’s Rights, in that, as far as possible, provisions for ‘safe drinking water, nutritious meals, and a safe and healthy environment for children’ must be made (www.unicef.org).

Although great strides have been made in terms of policy-making in the early childhood development sector in South Africa and the rest of Africa like in countries such as Malawi (Kathyanga, 2011), the irregular and inconsistent evaluation and monitoring of the implementation of these policies by authorised bodies in early childhood development centres disappoint the principles of the policies.

In South Africa; a study conducted by Margaretha Grey (2008:3) looked at one-hundred and eleven (111) participants who were involved in providing day care services for children, in one form of another, – be it as a day mother or in a private day care centre in rural and urban areas in Limpopo and found that “day care centres in South Africa, including Limpopo

Province, are not regulated by a single authority and the quality of care and skill of the care-givers offering this care is unknown”.

Grey’s (2008) study also noted, similarly to another conducted in Chitipa, Malawi by Rachael Kathyanga (2011) that there was “no recognised body at district-level to co-ordinate and monitor the implementation of the early childhood development policy standards in community based child-care centres in the area” (2011:103).

In relation to limited but extant Africa-focused Grey (2008) and Kathyanga (2011) studies – my study looked at early childhood development policy for day care as outlined by the South Africa Department of Social Development and Education and Health and concerned itself with the extent to which implementation of these policies are in place and being practiced in the two selected township day care centres in Olievenhoutbosch.

These two Day Care Centres are:

1. **MaLizzy’s Early Learning Centre, Olievenhoutbosch.**
2. **Happy Kids Home Educare and Drop-Off Centre**

Olievenhoutbosch is a township established in 1998 and is in the City of Tshwane’s Region 4 in the South Western portion of the city located on the major transport routes namely, the N1, R21 and N14 (R28). In 2008; it was estimated to have a population of 290 118 by the Tshwane Household Survey (www.tshwane2055.gov.za).

According to an article posted on the City of Tshwane's official website on the 22nd of August 2012, Mashidi Manong (Regional Executive Director) said that Region 4 (of which Olievenhoutbosch falls into) was a part of the Triangular Economic Core of the Gauteng Province as identified by the South African government (www.tshwane2055.gov.za).

The two Day Care Centres that this study focused on are based in Extension 37 of the township, near Steve Tshwete Secondary School in Sicklebush Street and close by the ABSA bank branch in the area.

Chapter Three: Methodology

3.1 Methodology

As noted above, this study looks at two Day Care Centres in Olievenhoutbosch – a township on the outskirts of the City of Tshwane in Centurion. The two Day Care Centres selected for my research project were chosen on the basis of word of mouth referrals in the local vicinity. Both Day Care Centres are located within my local residential and work area and so conveniently accessible for my research purposes.

Additionally, I had a prior relationship with MaLizzy having formerly worked with her on a community project and was invited by Ma Lizzy to assist her with ensuring the compliance of her Day Care Centre with national policy. The lady who was transporting me to Olievenhoutbosch during my field-work introduced me to Mama Dipuo after giving me a glowing review of Mama Dipuo's Day Care Centre as one of her children had attended at her day care centre a couple of years prior.

My fieldwork research was split into a minimum of two weeks spent at each day care centre in the following ways:

- a. Day care centre 1: 11 August to 22 August 2014; Mondays to Fridays
- b. Day care centre 2: 01 September to 12 September 2014; Mondays to Fridays

The first week spent at each centre was used for my own orientation to the facilities and their routines as well as for the staff and children to get used to my being in their space. The second week in each centre was spent taking a closer look at the daily systems and routines that were currently operating.

The research methods employed in this study include the following:

a. **Participant-observation:** I shadowed the child-minders/educators of different classes on different days and at different times throughout the course of the day.

My intentions for having used participant-observation as a research method and to primarily take the position of an observer-participant was so that I could get much more genuine feedback and a better representation of the actual ‘culture’ and purpose of each centre.

With the intention of going to each Day Care Centre, initially, as a non-participant observer, I offered to avail myself to the Principal or staff as a volunteer or general assistant during the subsequent participant-observer phase of my research.

This was in order to gain access to the various departments at each Centre so as to observe the implementation (or lack thereof) of different policies on childcare as stipulated by national South African policy. For example; in the kitchen of each Centre – I assisted with food preparation or cleaning up whenever or whatever was required of me. I also offered to assist with general paperwork in the main office in so far as I was permitted to.

Interviews (Conversational): (See Appendix 2: Conversational Interviews)

b. **Interviews** of the spur of the moment informal interview type occurred quite frequently between myself and staff members during the ‘quieter’ times of the day care centre’s routines such as during staff lunch breaks times or children’s nap-times as well as in the classrooms during opportune moments during the course of my fieldwork days at the centre. They

generally took place for a few minutes and gave me snippets of information about the centre as well as about the child-minders/teachers themselves

As such, these conversational interviews often served as impromptu interviews with the staff and included generic questions concerning age, years of experience in childcare, qualifications and educational backgrounds. Formal interviews could not take place as there were often distractions concerning work commitments and I could not keep the day care Centres' staff away from their daily commitments throughout the day.

Semi-Structured Interviews: (See Appendix 2: Semi-Structured Interviews: Owners)

c. Individuals who I interviewed using this method included:

1. **The Owners** of each centre and/or the Managers/Principals in instances where the Owners were not available.

I focused on the life narratives of these individuals in order to understand the history, vision for, and resulting culture of each Day Care Centre, much better. The generic questions that I asked of each day care centre's ordinary staff members (above) were also asked of these Management/Owner interviewees but followed by a set of different questions concerning the particular adoption or creation of the child care policy of each day care centre.

2. The Staff Members.

I had also interviewed a minimum of two (2) ordinary staff members from each centre using this method. These semi-structured interviews also included life narratives together with the generic questions above regarding motivations for joining the child-care industry/sector.

The rest of the questions asked of staff members were based on their understanding of the child care policy adopted at each centre by the Centre's management. However, the times scheduled for these interviews were often used to complete outstanding work commitments or running personal errands outside of the centre during lunch time which resulted in my having to rely heavily on the conversational interviews that I had with staff throughout the day.

d. Recording of data/Data collection:

The most opportune time for me to write down my field notes was during the children's nap-times as during class time there were too many distractions and quite a lot of noise. I then to expanded on these notes more elaborately at night when I arrived at home.

3. Fieldwork Schedule:

Living and working only ten to fifteen minutes away from Olievenhoutbosch; I commuted every day (between 1 August and 19 September, 2014) as I had managed to sort out my transportation logistics with a single mom who resides in the area of the two Day Care Centres and also drives children to-and-from a school in my residential area.

Due to the traffic between Pretoria and Johannesburg and my arrangements with my travel-lady (as) according to her work schedule, I usually arrived at each Day Care Centre at approximately 09h00. I spent full days at each centre which usually meant that I signed-out at approximately 17h00. Although on a few days, I was actually out as soon as the children woke up from their afternoon nap at approximately 15h00, due to personal work commitments of my own.

Ethics

I received clearance to conduct this research project by the University of the Watersrand, Johannesburg, Ethics Research Committee (June 2014).

Chapter 4: Ethnographic Findings

4.1 Day Care Centre 1: MaLizzy's Early Learning Centre

Director: Elizabeth Mokoena

4.1.2 Setting

MaLizzy's Early Learning Centre is situated in Extension 37 of Olievenhoutbosch in one of the township's busiest streets. It operates out of the back rooms of a two bedroom residential property. Walking down the street to MaLizzy's Early Learning Centre, I walked passed at least three spaza¹ shops and two barber-cum-beauty salons.

In fact, the only 'business' that seems to be run by a female in the street is the Early Learning Centre as even two internet cafes on opposite ends of the street and the two beauty salons and the spaza shop are run by young males. The Early Learning Centre is the only prominent one in this street in contrast to a couple of streets nearby that have at least two Day Care Centres operating in them.

Elizabeth Mokoena is a 42 year old mother of two who is affectionately known as MaLizzy in her community. She is the owner-director-teacher of MaLizzy's Early Learning Centre. MaLizzy operates her Early Learning Centre out of back rooms of her home that she has had purposefully built with the intention of using them exclusively for child care. The main house is not used for anything pertaining to the Early Learning Centre except in serving as a marketing tool, as here some of the walls are branded with the Centre's name and have

1. A spaza is an informal shop business in South Africa usually run from a private home.

cartoons to give MaLizzy's Early Learning Centre a playful image. The contact details of the Early Learning Centre are also available on these front room walls of the main house.

Standing by the pedestrian gate that serves as the main entrance to the property, one can see the playground jungle-gym which looks freshly painted and new. This jungle gym is placed on an area that is covered with layers with old carpets to smooth out the surface area underneath as well as minimise the dust that gets kicked up when the children play on the jungle-gym set.

The front porch of MaLizzy's house is also used as an outdoor classroom where four children's tables and approximately sixteen children's chairs can be comfortably laid out and set up. An additional large room MaLizzy has built at the side of the main house is divided into two classrooms with a horizontally placed door being used as a partition between the two classroom areas for the 'Big' and 'Middle' classes. This partition has shelves on either side of it where a classroom mini-library is fully stocked with reading material ranging from storybooks to magazines in various local languages such as Xhosa and Sesotho.

In this divided classroom area, the 'Big Class' area is for Grade 0 children between 5-6 years. The 'Middle Class' area is for Grade 0/R children between 3-4 years. This large classroom area also has an exit door leading out back to other classrooms in the back yard area of the Centre. The classroom areas called the 'Middle Class' and the 'Big Class' are beautifully decorated with pre-school themed educational posters of:- the months of the year, the alphabet, numbers '1 to 100', and seasons of the year, etc. On the walls of this shared classroom area there is also a changing hand-written laminated timetable for each day and the

children's artwork is put up on display.

In addition to this shared classroom area, three other rear rooms behind the main house are divided for personal and professional usage. One of the rooms is used by MaLizzy's family and the adjacent rooms are used as the 'Babies Classroom' for children 0-2 years, and the kitchen area, respectively. These back rooms have no windows and the doors are left open for ventilation purposes although on cold days – as was the case during my field work – the doors were closed.

All classrooms are carpeted with carpets that are movable and are removed from the classrooms to be dusted and aired outside every Friday afternoon when a weekly 'spring-cleaning' takes place throughout the Centre. These back rooms are built with brick and mortar although MaLizzy admitted that the town council and municipality were currently unaware of these additions to her home.

Electricity is sourced from the main house using an extension cord that is threaded through a window for the classroom areas that are at the side the main house. This provides lighting for these areas as well as allows for the use of a mini hi-fi stereo for music when the children do their dance rehearsals for their end of year Concert and Graduation Ceremony.

The additional rooms at the back which house with the 'Babies Class' and the kitchen area have their own supply of electricity although everything that is in the kitchen is 'off the grid' and use stoves that use gas to prepare the food and boil the water when needed.

A small sink is fitted into the kitchen area but the plates that the children use for their meals

are washed outside on a plastic table in a plastic washing basin. Dry foods such as maize-meal, samp, porridge oats and rice are stored in clear containers on a home-made steel stand at the suggestion of a Health Inspector from the Department of Health who regularly visits the centre.

Due to the small floor areas of the back classrooms, storage of items such as the children's tables and chairs are stored in one of the additional rear rooms that is also used as a bedroom for one of MaLizzy's adult children. The mattresses which the children sleep on are placed on shelf-like structures that are suspended from the walls of the back classrooms.

Toys and other educational materials such as puzzles are also stored in another of the other rear room used by MaLizzy's 21 year old daughter. Thus while the additional rooms built to the side and back of MaLizzy's home for child-care and teaching purposes do accommodate her Early Learning Centre, together with other exterior areas of the house including the front porch and garden area, several of these spaces serve a dual purpose for both professional and private needs.

4.2 Director: MaLizzy's Career Biography:

MaLizzy is a community leader at heart. Her participation in her neighbourhood showcases this as well as the work she does through her Early Learning Centre. During one of the days of my fieldwork, when I was assisting MaLizzy with some of her administrative duties for the Centre in compiling a Newsletter to remind the parents about outstanding fees, as well as the necessary dress code and clothing colour-scheme for the upcoming end-of-year Concert and Graduation Ceremony – I asked MaLizzy: What had attracted her to child care as a profession?

MaLizzy began by telling me that her dream as a young girl was to become a Social Worker but her father was of the generation who believed that educating a girl-child was a waste of time so he refused to commit to paying for her further studies after she matriculated. In hindsight, MaLizzy stated that having fallen pregnant during her Matric year did not really help her petition for funding from her father regarding her tertiary studies.

Following her Matric year and the birth of her first born, a son (who is currently still living at home and in-between jobs) she volunteered at different places to try to earn some money to help her son's father support their child. She soon discovered her passion while working at a day care centre near her parent's home in Germiston. So after saving up for a few months she enrolled in a short Child Care course which cost her R300 at the time. And, she began working her way up the ranks within the Day Care Centre she was volunteering at in her Germiston neighbourhood.

Through a community development initiative sponsored by the factories and firms in the area where MaLizzy grew up, she also found herself aptly positioned after a few years of on-going training and experience to request funding and support to build and operate a purpose-built Early Childhood Development Centre to service the community.

While proudly re-calling the glory that was this first Early Childhood Development Centre; MaLizzy's face suddenly lost its smile as she said:

'But people! You think that they'd be happy that you're doing something to help them and to develop the community!' (Conversational interview, 15 August 2014, Friday)

She went on to explain that even though she was the visionary behind the Centre, and the Committee that held the Centre accountable for all the funding received through donations by private and public sponsors was made up of the parents of the children who were attending the Centre, as well as other community members – malicious and defaming rumours began doing the rounds that MaLizzy was misappropriating the funds received. So after much harassment by her own community members she felt that the best decision for her to make was to remove herself from the situation and abandon what she still refers to as her 'baby' (i.e. her first Child Care Centre).

Subsequently – after arriving in Olievenhoutbosch almost a decade ago (mid-2000s), MaLizzy moved in with her mother's cousin (i.e. an Aunt) along with her (now) two children in tow. This Aunt ran a Day Care Centre from her home and with her background and experience MaLizzy said that the Day Care Centre soon became a firm favourite within the neighbourhood with the Centre, at one time, taking care of more than a hundred children.

Unfortunately following a spat with her Aunt – as a result of which her aunt told her to go and find her own place to live and run her own Day Care Centre from – MaLizzy said that she felt the same pain as she did when she had to abandon the Centre she had started in Germiston where she had grown up. Her aunt, according to MaLizzy, had become annoyed with the amount of respect and adoration she was receiving from the parents and children in the Olievenhoutbosch neighbourhood with people assuming that she was the owner of the Day Care Centre instead of her Aunt.

MaLizzy continued to explain that after leaving and for a couple of years going out to work at yet another Day Care Centre in the township, her aunt's husband passed away. Due to the

need to follow cultural rites her Aunt had to return to her home village and asked MaLizzy to return again and to stay and maintain her house in Olievenhoutbosch from where she again ran the Day Care Centre.

MaLizzy then recalled that around the time when she returned to her Aunt's place with her own family she began experiencing immense problems with her in-laws that were spilling over into her marriage and that after years of mounting tension between them she and her husband divorced and went their separate ways.

Left with two adolescent children to raise on her own MaLizzy says she turned to what she knew best which was offering quality child care services. So in 2008, using her own name, she re-launched her Aunt's Day Care Centre that had dwindled in numbers since MaLizzy's departure a couple of years earlier.

4.3 South African Government Early Child Care Development Policy

MaLizzy's Early Learning Centre soon became a popular Day Care Centre in the neighbourhood with numbers reaching over one hundred children again once word got out that MaLizzy was back at the helm and had ventured out on her own. MaLizzy's Early Learning Centre is registered as a non-profit organisation with the Department of Social Development and has a certificate from the Department of Health. The necessary registration with the Department of Social Development is a process MaLizzy says she plans to look into in New Year 2015.

However during my time at MaLizzy's Early Learning Centre; MaLizzy pulled out a folder containing the Department of Social Development's application for registration papers

outlining the requirements for successful registration with the Department of Social Development for Early Childhood Development Centres. MaLizzy sighed when she did this and asked me to take a look at the challenging task it was to register with this Department. She also complained about the lack of support and guidance that existed in helping Day Care owners go through this registration process.

At the point in late 2014 when MaLizzy expressed this sense of dismay, MaLizzy was feeling tired as the year had already been a roller-coaster ride of sorts for her given her full-time studies in Early Childhood Development (NQF 4) at an Educational Centre based in Pretoria taking up the majority of her time. And, MaLizzy explained that the fewer numbers of children who her Centre were registered at the time of my research was a direct result of the parents having removed their children from her Centre because of numerous complaints about her staff members whom she had not been able to efficiently supervise due to her Early Childhood Development Course class schedule, practical's, and time spent at the local library completing assignments necessitating her absence from her Centre.

Thus, she went on to explain that the small number of children attending at the Centre – approximately 35 in total at the time of my research (12 in the 'Big Class', 15 in the 'Middle Class' and 8 in the 'Babies Class') – had resulted in her taking on a lot of financial strain and had managed to dim MaLizzy's fire for keeping her Early Learning Centre open for much longer.

Also according to MaLizzy, the Social Workers who were doing the rounds throughout Olievenhoutbosch Day Care Centres earlier in 2014 were warning owners that after 2016 Day Care Centres that were not compliant with all the relevant Departments, namely: the

Department of Health, Department of Social Development, and Department of Basic Education, were going to be closed without any negotiations.

Thus with the number of outstanding 'fix-ups' she still had to make to the Centre and the limited funds she has at her disposal, MaLizzy fears that she does not have the fight left in her to meet the necessary requirements of these three relevant Departments by the 2016 deadline.

MaLizzy also firmly believed that the Department of Social Development would never approve her application because she has already been unofficially operating her Early Learning Centre from the back rooms of her house and that therefore submitting an application in essence would practically prove to be futile.

As a result of which MaLizzy confessed to me that she was 'running out of steam' and tired of having to 'start all over again' every time. She is however, going to give herself five more years to try and launch a successful Early Learning Centre that would finally remain established and become financially sustainable.

She said; if it did not pan out well for her on her own she would close the Early Learning Centre for good (or await the relevant authorities to eventually shut her down due to failure to meet the standard requirements) and would take her qualifications and vast experience to go and seek employment elsewhere. This was because the need for financial security at this point in her life was beginning to override her zeal to pursue her passion by herself.

4.4 MaLizzy's Responsibilities

In addition to being the owner-principal-teacher of MaLizzy's Early Learning Centre, MaLizzy is the Chairperson of a Forum in Olievenhoutbosch made up of approximately seventy Day Care Centres that began operating in 2008 and afterwards. As Chairperson, MaLizzy is also been tasked with preparing for the launch of this Forum scheduled to take place in October 2014.

MaLizzy complained that these were only some of the duties that she felt were making her feel as if she was spreading herself too thinly in the community. She then stated that all these various duties that required her presence consequently resulted in her absence from her Centre and this was paining her because her first love remained interacting with and 'raising' the children at her Centre.

MaLizzy said that the thought of having to attend yet another series of regular workshops for one of the early child care Departments was simply not appealing to her. In fact, during my first week of my participant-observation fieldwork at her Centre, MaLizzy had to attend a workshop on Tuesday (12 August 2014, 10h00) hosted by the Department of Health – something she says takes place almost on a monthly basis.

Additionally, according to MaLizzy – although, she herself is the most qualified to teach the Grade 0's (those 5-6 year old children in the final year of pre-school before entering the formal schooling system) a number of Social Workers had barred her from being present in the classroom and teaching.

Their reasons were so that she would be available to attend to the administrative duties of the Centre and manage and supervise the staff and the children more effectively as well as be free

to attend the regular workshops that the Department of Social Development hosts for Early Childhood Development practitioners, without having the flow of teaching disrupted in the classroom.

These Social Workers' recommendation that she avail herself to attend to administrative duties as the Principal on a full-time basis instead of being in the classroom teaching is something MaLizzy did not necessarily have a qualm about as it was something she was already doing of her own accord for a couple of years already due to an unfortunate incident with an Administrator she had had at the Centre.

MaLizzy says she attends to the majority of the administrative duties after-hours in an empty classroom. These duties include amongst other things: (i) managing correspondence with parents, (ii) bookkeeping and compiling reports for the Department of Social Development as an NPO to account for all the funds received through Day Care fees and donations as well as sponsorships from private individuals and other Governmental bodies, (iii) compiling grant/fundraising proposals, (iv) completing UIF (Unemployment Insurance Fund) administration for staff, and (iv) preparing worksheets for the children for the following day by hand as there is no office equipment to print/copy the worksheets (v) and lining up and setting out the necessary toys and material for every classrooms' activities the following day.

I asked MaLizzy: Why she could not simply delegate some of the duties to the teachers of each class, particularly the preparation of activities for the children the following day's activities? She responded by stating that at times the teachers just needed a 'little extra guidance' in thinking up relevant and appropriate activities for the children to do in order to align these activities to the curriculum.

And, nearing the end of my fieldwork time at MaLizzy's Early Learning Centre, MaLizzy told me that she had reached a decision and was planning to revamp the centre in 2015, considering that going forward she felt that would be available and present full-time to supervise the Centre effectively.

4.5 Daily Timetable: MaLizzy's Early Learning Centre

MaLizzy's Early Learning Centre follows a simple routine – daily and weekly. Free play takes place upon the children's arrival each morning which according to the timetable posted on the wall is between 07h00 to 08h30. Parents (or whoever is responsible for transporting the children to and from the centre) have to sign-in the children upon arrival and again sign them out when they are picked up at the end of each day.

Breakfast is served at 8:30 in the classrooms with the children seated on the floor. The meal alternates between *mabele* (brown porridge), white porridge, oats and *morvite* on different mornings. At 09h00 the main gate is locked and roll-call is taken followed by the toilet routine whereby the girls and boys of the 'Big Class' and the 'Middle Class' take turns to go and use the two adult toilets at the back of the main house. From, 10H00 to 10h45 is a period designated for creative activities that include learning how to write one's name and small muscle skill development such as colouring-in for the 'Big Class'/Grade 0's, and activities such as sticking cotton-wool on hand-drawn animals on A4 pieces of paper for the 'Middle Class'/Grade 0/R'.

The session following these motor skills activities (although it always seemed to be much longer than the time allocated due to its immense popularity) between 10h45 and 11h15 is

song and dance time. This session is used to rehearse the songs, dances, and nursery rhymes that are going to be showcased and performed at the Centre's end-of-year Concert and Graduation Ceremony. In 2014, this event was scheduled to take place on the 7th of December 2014 at 11h00 in one of the township's public parks.

The songs sung and used for dance are a mix of African Gospel songs and local South African Afro-soul music from, for example, the Sarafina musical soundtrack and popular South African Mango Groove Band albums. This song and dance session is one that MaLizzy does not leave to chance and participates in whole-heartedly whenever she is around. Changing into her takkies to 'get more comfortable' she takes over the choreography and passionately demonstrated to the, just as eager to dance, children how to do the dances 'properly'!

After the song and dance session, the children – usually pleasantly tired out by the previous choreography session – are allowed a few minutes of free playtime and to go to the toilet. Fifteen minutes before lunch time at 11:45 is 'Story Time' with a story read from one of the books picked from the mini-library in the classroom.

Lunch is served at 12h00 in the classroom area for the 'Middle Classroom' and also outside on the main house front porch where the children's tables and chairs are set out. The meals are a simple combination of a starch and a vegetable served in colourful small bowls followed by a cup of water dispensed from a water tank placed in the classroom. These lunch meals, for example, would be a serving of pap and pumpkin, samp and beetroot or rice with spinach or butternut.

Nap time takes place shortly after lunch and wash-up time and is usually from 12h45 to 13h45, according to the timetable posted on the wall.

A Snack is served after nap time at around two o'clock. And at this time each day, the children reach for their bags and eat the snack which has to be provided from home daily. MaLizzy says a number of the children come from homes that cannot provide these snacks so she stocks Danone yoghurts out-of-pocket to give to the children so that they do not feel left out.

After snack time the children are allowed to choose to play either indoors or outside as they wait to be picked up by their family members from 15h00.

4.6 Teaching Staff: MaLizzy's Early Learning Centre

One of the other major reasons MaLizzy has been reflecting on the possibility of whether or not to give up on being a Day Care Centre owner is due to the strain she says she cannot endure any longer that comes with managing and retaining suitably qualified staff members. During the first week of my field work; MaLizzy introduced me to her staff.

MaLizzy's Staff:

1. Ma'am Tebogo:-

Ma'am Tebogo is a twenty-three year old South African who is the child minder to the babies and toddlers in the 'Babies Class'.

2. Ma'am Tellmore:-

Ma'am Tellmore is a twenty-six year old Zimbabwean national who is the Teacher to the Grade 0's 5-6 year olds.

3. Ma'am Rebecca:-

Ma'am Rebecca is a MaLizzy's thirty-four year old cousin who is substituting for a teacher in the 'Middle Class (3-4 year olds) who had recently abruptly stopped coming to work without giving MaLizzy a warning.

4. Ma'am Sheila:-

Ma'am Sheila is a twenty-eight year old South African who is the general assistant who did the cleaning throughout the Centre, prepared the food for all the children, and assists Ma'am Tebogo in the 'Babies Classroom' that was adjacent to the kitchen area behind the main house.

4.6.1 Staff Qualifications and Competence:

Drawing on classroom participant-observation and conversational interviews, I discuss the qualifications and competence of each member of staff employed at MaLizzy's Early Learning Centre below.

4.6.2 Ma'am Tebogo:-

After spending my first fieldwork week's Friday with Ma'am Tebogo in the 'Babies Class' (0-2 year olds) classroom, I was intrigued at Ma'am Tebogo level of involvement and enthusiasm for working with the very young children, two of whom are only nine months. I was convinced that she truly was living out her calling.

Ma'am Tebogo knew every child's name and all of the children seemed attached to her. As soon as their parents dropped them off into Ma'am Tebogo's hands they would stop crying immediately or not for too long thereafter. The nursery rhymes and scheduled activities she facilitated with them had the babies and toddlers fully engaged and thoroughly enjoying

them. And, during meal times, Ma'am Tebogo and Ma'am Sheila took exceptional care to ensure that every child was sufficiently fed at their own individual pace.

However, the following Monday morning upon my arrival at 09h15, I found MaLizzy filling in for Ma'am Tebogo in the 'Babies Classroom' instead of studying and completing her assignments.

She casually told me that such was Ma'am Tebogo's work-ethic and routine behaviour. On many occasions, MaLizzy explained, Ma'am Tebogo would not show up at all without so much as sending a text message to explain her inability to make it to work on that particular day. I asked MaLizzy: Was Ma'am Tebogo's behaviour in the 'Babies Classroom' and interaction with the children on the previous Friday had merely been a performance for my benefit? But, she responded by saying that Ma'am Tebogo had a natural flair with very young children in spite of her very young age and no previous working experience with children.

Ma'am Tebogo had, however, attended a number of 1 and 2-day workshops on 'Babies and Toddler Care' at a number of local non-governmental organisations including *Dimphonyane-Tsa-lapeng* (a local NPO) that offers a variety of social services for families including child care training.

MaLizzy admitted that on the days that Ma'am Tebogo was at work, she was an absolute asset to the Early Learning Centre as she could be convinced and relieved knowing that the children in the 'Babies Classroom' would be well taken care of. And on this basis, she had invested close to Four thousand rands out-of-pocket in making sure that Ma'am Tebogo was suitably qualified to work at the Early Learning Centre including a course on cooking and

ensuring kitchen hygiene.

MaLizzy was visibly pained when she mentioned that whenever she considered firing Ma'am Tebogo her mother would call and plead with her not to fire her daughter because the family was extremely dependant on the One thousand rand per month salary that Ma'am Tebogo was bringing home as the sole breadwinner in their house. Throughout my time remaining at MaLizzy's Early Learning Centre, I never saw Ma'am Tebogo again – something MaLizzy attributed to the direct and negative influence of Ma'am Tebogo's boyfriend of questionable character.

4.6.3 Ma'am Rebecca:-

On the other hand, Ma'am Rebecca, the lady who often fills in as a substitute teacher for the 'Middle Class 0/R' (3-4 year olds) is a very thorough lady. However; MaLizzy says that although Ma'am Rebecca is meticulous with classroom management and religiously and whole-heartedly follows the daily timetable set for the classroom, she is not a natural fit with children and described her as being very strict with the children.

Ma'am Rebecca had come to live with MaLizzy a few years ago initially earning her keep assisting MaLizzy with the household duties in the main house whenever she was between her own jobs. MaLizzy stated however that she began filling-in as a substitute teacher or general assistant whenever a staff member would suddenly fail to show up for work, unexplained. Owing to this MaLizzy said that she decided to pay for Ma'am Rebecca to enrol in an NQF Level 4 'Early Childhood Development' course with which she was currently busy. This was to make sure that she was complying with the Social Workers' warning of not having unqualified personnel in the classroom.

4.6.4 Ma'am Tellmore:-

During my time at MaLizzy's Early Learning Centre, I spent a lot of time with Ma'am Tellmore, the teacher of the Grade 0, (5-6 year olds) class. Ma'am Tellmore's enthusiasm for the day ahead with the children and her positive unpretentious engagement that I observed she had with her classroom of approximately twelve children was something MaLizzy counted as one of the reasons she simply enjoyed having Ma'am Tellmore at the centre *even though* her classroom management techniques and teaching skills were severely lacking. MaLizzy explained that although Ma'am Tellmore was enthusiastic about engaging with her class of Grade 0's she was not adequately preparing them for formal schooling.

The majority of the class could not write their names properly (even with much assistance) nor handle a pair of scissors. Also, the long amount of time Ma'am Tellmore spent on one activity resulted in the Class having fallen behind in terms of the Grade 0 curriculum. And according to MaLizzy, Ma'am Tellmore did not know how to do proper lesson plans nor was she able to stick to the theme as set out in the syllabus MaLizzy had outlined for her.

This syllabus had been sourced from various modules and materials of the courses MaLizzy had been attending over the years. This gap in understanding of the requirements of teaching performance between MaLizzy and Ma'am Tellmore became apparent to me when in conversation, during a lunchtime with Ma'am Tellmore, she described the sheer enjoyment she experienced whenever she had to go home at the end of the day and think of the new and exciting activities for her class to do the following day. And, MaLizzy reinforced Ma'am Tellmore's misunderstanding of the syllabus by further explaining that basically Ma'am

Tellmore often veered off on her own tangent even after much correction and coaching – which is something she (MaLizzy) had not been able to supervise effectively during 2014 owing to her numerous other commitments that frequently pulled her away from the Centre.

Ma'am Tellmore is a very small-framed young lady who could easily pass for a high school student at Steve Tshwete Secondary School which is only a few streets away from the Early Learning Centre. A bubbly and playful individual, MaLizzy pointed out that because of Ma'am Tellmore's 'playfulness' her Grade 0's were nowhere near being prepared for the formal schooling environment they were about to embark on the following year.

True to MaLizzy's observation, I noticed that the Grade 0's did not sit up and listen for longer than five minutes at a time when Ma'am Tellmore was teaching and instead would turn to one another 'playing wrestling', punching and kicking one another, talking and screaming as well as wandering about the small classroom area or roll about on its floor. MaLizzy complained that Ma'am Tellmore was slow to correct these behaviours and that as a result this class of Grade 0's was ill-prepared (in her opinion) for a school classroom environment in Grade 1.

In essence, MaLizzy feels that with Ma'am Tellmore the Grade 0 class or the 'Big Class' is mostly all 'fun and games' with the children only being able to recite their favourite nursery rhymes, know their colours and identify the alphabetical letters as well as their numbers because of the 'ground-work' that was put in by her during the children's earlier years at her Centre.

Ma'am Tellmore had, in fact, been switched from the 'Babies Classroom' earlier in 2014 because that age group was not the 'best fit' for her even after she had attended a couple of

workshops on 'Babies and Toddler' Care including a Basic First Aid course that she attended in July 2014 conducted by Pulse Point – a training company based in DeLarey Johannesburg.

The Grade 0's are a better fit for her, Ma'am Tellmore told me herself during one of the outdoor play sessions on the playground because she can actually talk and interact better with them and more especially because they were more independent than the children in the 'Babies Class'.

When I asked Ma'am Tellmore: How she had managed to land the job at MaLizzy's Early Learning Centre? She told me that she was simply unemployed and trying her luck everywhere when MaLizzy opened the door for her. I then asked her: Do you have any experience in working with children? And she replied, 'No', but that she really loved children and working with them thus far had been an absolute pleasure – so much so that she was even considering enrolling in formal courses on 'Early Childhood Development' and embarking on a career in the field.

MaLizzy also mentioned that Ma'am Tellmore obtaining formal Early Childhood Development qualifications would put her in good standing and that the Social Workers visiting the Centre had also recommended that Ma'am Tellmore get these qualifications, during a recent visit.

4.6.5 Ma'am Sheila:-

Ma'am Sheila, the general assistant was the only staff member I did not get to spend much time with and when I did spend time assisting her in the kitchen preparing the food and washing the dishes this was a rather quiet time. However, I did learn from Ma'am Sheila that

she had been working at MaLizzy's Early Learning Centre for a few months and although she was grateful for the job, the salary of One thousand rand a month that MaLizzy was paying her staff was not covering her and her family's needs well.

Ma'am Sheila divulged to me that the fact that MaLizzy was not paying them 'well' seemed to be the major reason why her staff was never permanent or remained working there for long. Ma'am Sheila's duties at the Centre included weekly 'spring-cleaning' the Centre on Fridays, preparing all the meals for the children, and maintaining the hygiene of the kitchen and toilets as well as being classroom assistant to Ma'am Tebogo who was teaching the 'Babies Class', next door to the kitchen area.

MaLizzy's Early Learning Centre is a centre run by a well-informed founder and owner who seems to have a clear passion for working with children who are in the early development phase.

4.7 Funding Sources: MaLizzy's Early Learning Centre:

During nap time, the children sleep in their respective classrooms on mattresses that have been paid for from a donation/sponsorship grant by the Department of Social Development. MaLizzy said that the amount donated to them by the Department of Social Development was already specifically pre-assigned for specific usage that had included training for herself and her staff at the South African Congress of Early Childhood Development. Though, she felt that these training costs were unbelievably inflated especially for courses and training she had already undergone in her own capacity.

MaLizzy also said that the officials of the Department of Social Development had a list

things that they wanted her to use the sponsorship for together with a list of preferred suppliers that she was meant to use or risk forfeiting the funding. In MaLizzy's opinion, the sponsorship could have been put to better use if she was given more leeway to utilise it.

For example; she listed re-painting the classrooms as something she would have used some of the money for. This was because re-painting the classrooms was among Mr. Kobus's (the Health Inspector) from the Department of Health, assigned to her centre 'List of Things' she needed to 'fix up' at the centre as soon as possible especially in the 'Babies Classroom' where the paint was peeling from the walls and posing a risk for the babies and toddlers who are prone to putting whatever they came across into their mouths.

The majority of the pressing concerns MaLizzy said she would have used the funding for are things that she said Mr. Kobus was losing patience about not being done and was now warning her about.

These included:

- (i) adding enough toilets (and children's toilets if possible and if she wanted to admit a bigger number of children)
- (ii) extending the classroom sizes (also for if she wanted to have the number of children she was permitted to admit to be increased)
- (iii) installing a ceiling for the kitchen area to minimise the amount of dust that gets into the area, getting running water into the kitchen area, as well as purchasing a refrigerator to store the food and keep it fresh.

MaLizzy said she would have used the funding from the Department of Social Development

to address these (listed) issues instead of having had to purchase a brand new playground set when the one that she had before was perfectly still functional.

MaLizzy said that complying with Mr. Kobus's recommendations was her main priority because the Department of Health was helping her by subsidising her with approximately Twenty thousand rand every year to purchase the food items according to the menu that the Department of Health also stipulate for the centre.

Any donation or sponsorship received immensely helps MaLizzy's Centre as she admits that the current fees that are 'limited to setting' due to what local communities can afford barely covers her operating costs let alone allowing her to make a profit or pay herself a salary of any amount at the end of the month. The day care fees at MaLizzy's Early Learning Centre are currently R350 per month for children in the 'Babies Class' (0-2 year olds), R300 per month for children in the 'Middle Class' (3-4 year olds), and R250 per month for children in the 'Big Class' (5-6 year olds).

According to a decision taken by the Early Childhood Development Forum of which MaLizzy is a Chairperson, all centres will increase their fees by R50 across all their classes in 2015.

In this regard; she explained angrily that at times the issue of affordability of Day Care fees was merely an issue of the community not wanting to support local and South African businesses and initiatives.

She gave me an example of the how one parent who had had her child at her Centre spitefully reported to her one day when they met at the Olieven Plaza that her child was now

attending a 'much better' Early Learning Centre that was situated on the major road of Olievenhoutbosch township.

MaLizzy claimed that the residents of Olievenhoutbosch were being lured to this Pre-primary and Primary School because of the charisma of the Nigerian founder. He happened to be an associate of hers whom she personally knew was not interested in children and simply opened up this Centre for strictly financial purposes.

She claimed that he had once confessed as much to her. MaLizzy went on to claim that the children who were attending this particularly popular Pre-primary and Primary School that she had interacted with and 'assessed' in her neighbourhood were behind in terms of developmental milestones that they were meant to have reached for their various age stages.

In fact it transpired that MaLizzy's irritation regarding the Day Care fees was due to the fact that the lady who was boasting that her child was now at a better Early Learning Centre had been giving her a difficult time regarding paying her fees of R300 per month on time. Whereas now, she was taking her child to a Centre that was charging three times the amount MaLizzy was and this new Centre her child was attending did not tolerate non-payment of fees.

At the time of relating this story to me MaLizzy absolutely looked upset and discouraged that people were, in her view, being tricked into believing, that quality child care and development had to be expensive in order for it to be achieved and that people who were not in the best financial situations would walk passed her Centre to take their children to a Centre that cost that much more for a much 'poorer' service!

The requirements of the Department of Health and the Department of Social Development seem to be similar on paper although in practice, the officials of the two Departments may make some leniencies in practice allowing for variations in what is permitted to take place in early childhood development centres across the country.

Chapter Five: Case Study 1: Ma Lizzy's Early Learning Centre: Policy Compliance Analysis

5.1 During my fieldwork, I received a copy of the **Department of Social Development: Guidelines for Early Childhood Development Services** booklet from a Social Worker who spends most of her professional time monitoring Day Care Centers across Johannesburg.

5.1.2 In Part 2, Chapter 5 of these social development policy guidelines, the major aspects of a Day Care Centre that need to meet certain bare-minimum standards, in order for the centre to be granted conditional or full registration, include an evaluation of the following:

- (a) Premises and Equipment**
- (b) Health, Safety and Nutrition**
- (c) Management**
- (d) Early Childhood Development Training**
- (e) Professional Relationships**

(a) Premises and Equipment

Minimally, the buildings and equipment must be clean and safe for young children. The inside and outside play areas must be clean and safe as well as be adequate in space for the children to move about freely. Finally, the equipment and educational resources must be developmentally appropriate for the number of children in the centre. (Policy Guidelines, Chapter 6, page 47).

MaLizzy's Early Learning Centre's classrooms and other facilities such as the kitchen and the

toilet area are clean, swept regularly and thoroughly cleaned every Friday when the children are all playing outside. However, the inside play areas are small for the number of children that MaLizzy has admitted at the Centre. During my fieldwork, this lack of space is something she mentioned to me, stating that Kobus (the Health Inspector from the Department of Health) had warned her about on numerous occasions.

An issue that MaLizzy's Early Learning Centre may have is with Policy Guideline 6.1.11 that states that all alterations and additions, as well as new buildings, must comply with the National Building Safety Regulations, 1977. MaLizzy had mentioned that submitting a building plan to the Department of Social Development would be a problem as she did not have one and was not sure if the local municipality was aware of the new additions she had made to the property.

With regard to equipment, all the children's educational toys such as building blocks, animals and colour balls are stored in clear plastic containers that are stored both in the main house and the back room used by MaLizzy and her family. This is in order to make space for indoor movement and play inside the classroom areas. To illustrate that the classroom areas are small for the number of children MaLizzy has admitted at her centre, each classroom area can at most comfortably accommodate two (2) kiddies tables and chairs, whereas an additional two (2) more are required in the area to currently accommodate each child adequately.

Currently, the kiddies table and chairs are set up outside of the classroom on the porch or stoep of the main house during lesson times for the Grade O, 5-6 year old Big Class.

Other structural requirements regarding premises and equipment include the need for each

area should be safe, weather-proof and well-ventilated (ibid, Chapter 6, page 47). The brick and mortar additional back rooms built beside MaLizzy's main house as well as the rooms outback meet these criteria in that these classroom areas are seldom stuffy and are always well-lit.

According to the Social Development Policy Guidelines: Where more than fifty (50) children are enrolled for a full-day a separate office must be provided. This office should be large enough to accommodate a sick-bay for at least two (2) children (ibid, Chapter 6, page 47, section 6.1.3). MaLizzy's Early Learning Centre does not have a separate office let alone an area that can accommodate a sick-bay for at least two (2) children. Thus this lack of an office and sick-bay may pose a problem if MaLizzy's Centre picks up in numbers and goes well beyond fifty (50) as she affirms is often the case during a good enrolment year.

Subjectively speaking; the outdoor play area in front of the main house is big enough for the children to play and run around individually or to participate together in an outside game as a group. As stipulated by Policy Guidelines 6.1.9; the outdoor area is fenced with a gate that the children cannot open so as to prevent them from leaving the premises alone. Strangers and visitors (me included) are not able to enter the premises without the knowledge of at least one staff member. I had to sign-in and sign-out daily in the visitors log book (see Policy Guidelines Chapter 6, page 49, section 6.1.9).

According to Guideline 6.1.10 all furniture and equipment must be safe and in good repair. The mattresses and mats for sleeping and resting are kept in good condition, wiped down regularly and stored in a safe place in the classroom areas on shelf-like structures at MaLizzy's Early Learning Centre.

(b) Health, Safety and Nutrition

Regarding; health and safety – the minimum Social Development Policy Guidelines standards include the need to ensure that: Children must be cared for in a responsible manner when ill and the parents or responsible family member of a child with a disability must receive information on the services and treatment that the child can access locally (Chapter 6, page 49, section 6.2). MaLizzy’s Early Learning Centre provides the children with at least two (2) meals – breakfast and lunch – and the mid-afternoon snack (eaten after nap-time) must be provided by the parents for each child.

Other guidelines regarding health and safety – include the fact that there should be (iii) action plans to deal with emergencies (Chapter 6, section 6.2.4). All staff must be trained in first aid. A first aid box must be provided (Chapter 6, section 6.2.9) and there should be (iv) a healthy environment for the children and staff (Chapter 6, section 6.2.10). This means that the centre must be cleaned at least once a day with toilets and potties being cleaned after use and disinfected at least once a day.

MaLizzy’s staff members have all attended a Basic First Aid workshop conducted by Pulse Point (a health training company based in Gauteng). Ma’am Tellmore’s First Aid Certificate is proudly displayed on the wall of her classroom. Safety Posters with Emergency procedures, including emergency numbers to dial, are displayed across the walls of the joint-classroom area of the Grade 0 Big Class and the Grade 0/R Middle Class. These safety posters illustrate what one should do in the case of a medical emergency. A basic first aid box is mounted on the wall of the Babies Class and the general Day Care Centre environment is kept healthy for both staff and children as the classroom areas are routinely cleaned after

every activity.

Policy Guideline 6.1.7 concerning the facilities and equipment of the Day Care Centre concerns itself with the toilets. It stipulates that toilet facilities must always be kept clean and safe. One toilet and one hand-washing facility must be provided for every twenty (20) children of 3-4 years, irrespective of gender. There must be one potty for every toddler. And, in terms of the National Building Regulations; potties and nappies must not be cleaned near the food preparation and eating areas. A separate adult toilet and hand-washing facility must be provided for Day Care Centre staff.

MaLizzy's Early Learning Centre does not have a separate adult toilet nor hand-washing facilities and all staff and children alike use the one adult toilet outback that is only a few feet away from the kitchen area. Near the adult toilet are two (2) to three (3) potties for the toddlers and two (2) plastic washbasins for hand-washing with a pack of anti-bacterial soap hung near these washbasins. As far as I could see; there are also no poisonous nor harmful plants growing anywhere on the premises.

(ii) Nutrition

In terms of the Social Development Policy Guidelines regarding nutrition – where food is prepared on the premises, there must be separate areas for preparation, cooking and washing up (ibid, Chapter 6, page 47, section 6.1.5). MaLizzy's Early Learning Centre has a separate area for food preparation that is kept clean and uncluttered. However; MaLizzy says that regarding the kitchen area she still needs to have a ceiling installed to minimise dust particles getting into and contaminating the food. She also has to purchase a refrigerator for the cool storage of perishable food as is stipulated in the Policy Guidelines book (ibid, Chapter 6,

page 48). The kitchen area is also well-lit and well-ventilated.

Social Development Policy Guideline 6.2.12 stipulates that all meals and snacks should meet the nutritional requirements of the children (Chapter 6, page 52). MaLizzy informed me that the menu was developed by the officials of the Department of Health. This is the same Government Department that provides the annual food subsidy. So in this regard; the meals provided at Ma Lizzy's Day Care Centre do meet the nutritional requirements of the children.

Policy Guideline 6.2.13 explicitly states that the planning of a menu, whether for babies, toddlers or older children, must be done in consultation with an expert (e.g. clinic sister, dietician) because children of different ages have different nutritional needs (Chapter 6, page 52).

Pertaining to the other nutritional guidelines stipulated MaLizzy's Early Learning Centre does feed children younger than one year (in the Babies Class) on demand (Chapter 6, page 52, section 6.2.14). These children are supervised by at least one adult when they are eating (Chapter 6, page 52, section 6.2.15) and safe drinking water is always made available (Chapter 6, page 52, section 6.2.16) with water tanks placed in each classroom that are refilled daily.

(c) Management

In terms of management, the Department of Social Development policy guidelines states that the minimum requirements concerning this aspect of an early learning centre are:

(i) administrative systems and procedures must be in place to ensure effective management of the facility and its activities

- (ii) the privacy of the families and children must be respected and protected
 - (iii) admission policies provide for children who are affected or infected by HIV and AIDS
 - (iv) Policies and procedures regarding incident or accidents must be provided to families
- (Chapter 6, page 53, section 6.3).

Naturally, during my time at MaLizzy's Early Learning Centre I was not given privy to the children's records which are confidential and stored in the main house. But, I also never got the opportunity to peruse over a sample of the Centre's application forms or the Centre's information and policies that must be given to families before a child is admitted with information regarding (amongst other things):

Ma Lizzy's Early Learning Centre General Information for Parents:

1. The days and hours of opening.
2. The age group for which the centre caters.
3. Rules in connection with times of arrival and departure (although the parents were aware that they had to sign-in and sign-out the children from the register/log book of the child's respective classrooms).
4. The feeding of the children,
5. Monthly fees payable.

MaLizzy's Early Learning Centre's classroom registers are kept up to date (Chapter 6, page 53, section 6.3.3) as roll-call is taken promptly in all classrooms at 09h00 when breakfast is served and the main gate outside is locked.

(d) Early Childhood Development Training

With regards to the aspect of active learning that the Department of Social Development concerns itself with, its bare minimum standards include the fact that:

- (i) children must be provided with appropriate developmental opportunities and effective programmes to help them develop their full potential
- (ii) children must be cared for in a constructive manner which gives them support, security and ensures development of positive social behaviour

(iii) the culture, spirit, dignity, individuality, language and development of each child must be respected and nurtured (Chapter 6, page 64, section 6.4).

(iv) Guideline 6.4.1 stipulates that each day should be organised with many different and carefully planned activities.

MaLizzy personally makes sure of this as she spends the hours of her early evenings to prepare the worksheets and educational toys for each classroom the following day. Every day, children in the Grade 0 Big Class and Grade 0/R Middle Class enjoy educational lessons such as: animal identification using the wild-life toys on display, colour identification using different coloured balls, finger-painting, cutting and pasting as well as learning how to count using an abacus. These activities vary between the two classes but are thoroughly engaging for the children, nonetheless. This fact ensures that MaLizzy truly is a practitioner that shows that she knows and understands how children develop (Chapter 6, page 55, sections 6.4.4).

And, the enthusiastic facilitation of these learning activities by the teachers (as set out by MaLizzy) helps the Centre meet the following guideline requirement that stipulates that practitioners should show that they enjoy working with young children (Chapter 6, page 55, section 6.4.3).

Section 6.5 in Chapter 6 of the Department of Social Development's Guidelines for Early *Childhood Development Services and Policies* booklet concerns itself with the need for ECD Practitioners to enjoy themselves when employed at the Early Childhood Development Centres. The minimum standards for this aspect are simply that all practitioners be trained and must receive ongoing training in early childhood development and the management of programmes and facilities for young children (Chapter 6, page 56, section 6.5).

Guideline 6.5.1 stipulates that the practitioner must be healthy enough (physically and

mentally) and of legal age to be working with young children (Chapter 6, page 56).

MaLizzy's Early Learning Centre's staff comfortably satisfies Guideline 6.5.2 that stipulates that a practitioner should have appropriate qualities to work with children and this includes:

- (i) having a real interest on young children,
- (ii) enjoying being with the children (as Ma'am Tellmore had told me repeatedly)
- (iii) helping to provide a safe and stimulating environment and programme for the children
- (iv) getting along well with other staff members and families of the children (Chapter 6, page 56).

Two of MaLizzy's staff had only recently joined her team in 2014 with Ma'am Tebogo and MaLizzy's cousin being the two exceptions. Ma'am Tellmore and Ma'am Sheila had both been at the Centre for less than a year. However; Ma'am Sheila told me that the staff was never permanent owing to the fact that MaLizzy not paying the staff well enough to have them stay long enough. This underpayment in salary makes Guideline 6.5.3 difficult for MaLizzy to meet, unless she makes some arrangements to address the issues in some form or manner, as it stipulates that all efforts must be made to limit staff turnover (Chapter 6, page 56).

This guideline suggests that for the positive development of young children it is best that practitioners remain with the children throughout the course of at least a full year because abrupt changes of practitioners is likely to leave children unhappy and insecure (Chapter 6, page 56, section 6.5.3).

The ratio of early childhood development practitioners to children as put down in the Guidelines for Early Childhood Development Centre is as follows:-

Policy Guidelines, Chapter 6, page 57, section 6:

0 to 18 months – 1 ECD practitioner for every 6 children or less
18 months to 3 years – 1 ECD practitioner for every 12 children or less
3 to 4 year olds – 1 ECD practitioner for every 20 children or less
5 to 6 year olds – 1 ECD practitioner for every 30 children or less

MaLizzy's Early Learning Centre's staff complement meets these guidelines as each classroom had approximately thirteen (13) children bringing the total number admitted at the MaLizzy's Centre to thirty-nine (39) children at the time of my visit at the centre. This was a number MaLizzy bemoaned and stated that it was not a true reflection of the popularity of her Centre.

Guideline 6.5.4 concerns itself with the training and development of the practitioners and stipulates that practitioners should at least have a minimum qualification and work towards improving their qualifications continuously (Chapter 6, page 57). In this respect; the Department of Social Development booklet states that the 'minimum qualification for early childhood development practitioners is the registered Basic Certificate in ECD NQF Level 1 of the South African Qualifications Authority that entails the basic knowledge and skills about child development from birth to six years' (Chapter 6, page 57, section 6.5).

All of MaLizzy's staff has attended some workshops covering childcare from birth to six years except for Ma'am Sheila who works mainly in the kitchen and attends to all of the cleaning duties of the centre. She was due to attend a cooking class and kitchen hygiene workshop at the time of my visit at MaLizzy's Early Learning Centre.

Early Childhood Development site supervisors (like MaLizzy) are required to have an Early Childhood Development NQF Level 4 qualification. Obtaining this qualification was something that MaLizzy had been busy with for the majority of the 2014 year. She had also

enrolled her cousin into obtaining the same qualification that she is enrolled for. Ma'am Tellmore had mentioned she was contemplating enrolling herself to study; a qualification she never named and simply referred to as a 'Level 4' certificate in early childhood development.

The workshops that Ma'am Tellmore and Ma'am Tebogo had attended (and were continuing to attend annually) were offered by Dimphonyane-Tsa-Lapeng (a local NPO in Olievenhoutbosch that offers child and family services) and Botshabelo (a NPO based in Midrand) that runs the UpliftED Teacher Training programme that seeks to support and empower pre-schools in surrounding impoverished communities by offering the teachers with weekly hands-on as well as theoretical training free of charge. (www.botshabelo.co.za).

(e) Professional Relationships

The final aspect that the Department of Social Development Policy Guidelines booklet provides guideline requirements for early childhood development services regarding how a Centre works with the families of the children attending the Centre. The minimum standards for this criterion include the fact that:

- (i) primary care-givers such as parents are the most critical providers of stimulation, care and support for young children and should be enabled to provide their children with the best care and support as possible
- (ii) parents as the primary care-givers of their children must be given an opportunity to be involved as much as possible in the functioning of the Centre
- (iii) early childhood development services are part of the community and the Centre must make sure that there is a good relationship between the Centre and the families
- (iv) families and children must be free to express dissatisfaction with the service provided

and their concerns and complaints must be addressed seriously (Chapter 6, page 57, section 6.6.).

In 2014, during the time of my fieldwork at MaLizzy's Early Learning Centre, MaLizzy mentioned that the drop in the number of children present at the Centre was due to numerous complaints from parents who were unhappy with her frequent absences from the centre due to her studies. But unfortunately, we never found the time to discuss what these complaints were about. However, it seemed to me that she was well-aware of what these complaints were and was concerned about rectifying them as soon as possible.

5.2.2 Department of Health: Regional Public Health By-Laws Requirements for Tshwane:-

(a) Premises and Equipment

The Department of Health Regional By-Laws (Chapter 3) entitled 'Requirements for the Premises of Child Care Services' – for children under compulsory school-going age guideline requirement number 3 on page 3, stipulates that all structures on the premises of any Child Care Centre services for children under compulsory school-going age must comply with the requirements of the National Building Regulations made under the National Building Regulations and Building Standards Act, 1977 (Act 103 of 1977) (www.tshwane.gov.za).

As mentioned earlier; MaLizzy's claims that her additional brick and mortar backrooms says were built without official building plans submitted to the local municipality. However; fin so far as she has been issued with a Certificate of Registration from the Department of Health – that required a physical inspection of the premises by an Environmental Health Practitioner/Health Inspector – it may be hypothetically assumed the premises and additional

back rooms are deemed safe for occupation by young children registered in MaLizzy's Early Learning Centre.

The Department of Health By-Laws: Guideline requirement number 6 on page 4, stipulates that the indoor play area which must consist of 1, 5 square metres of free floor area per child that may be used for playing, eating and sleeping purposes only (www.tshwane.gov.za). These assigned square meters per child are the same as those required by the Department of Social Development policy guidelines.

MaLizzy's classroom areas are used as indoor play areas, and eating and sleeping areas, and these classroom areas are adequately separated according to the age groups for which MaLizzy's Early Learning Centre caters. Therefore, this helps to ensure that MaLizzy's Centre is complying with the above guideline requirement in so far as it stipulates that – the indoor play area for children from the age of three years to compulsory school-going age and those under the age of three years must be made separate (Chapter 3, page 5, section 6.b).

These indoor play areas also meet the necessary requirements (Chapter 3, page 5, section 6.c.i.), stipulating that Day Care Centre structures should have exterior walls and a roof constructed in such a way as to prevent the permeation of wind and rain; windows which open to provide sufficient natural light and cross-ventilation; and a floor which has a smooth surface that is easy to wash and that prevents the permeation of dampness (Chapter 3, page 5, section 6.c.iii.).

In terms of the Department of Health: Public Health By-Laws requirements: the outdoor play area of a Day Care Centre is also required to be that a minimum of two (2) square meters per

child be made available for outdoor play (Chapter 3, page 5, section a). This is also the same space that the Department of Social Development policy guidelines require per child.

Section 10 of the Public Health By-Laws also stipulate that any kind of laundry be done on the same premises of Child Care Centre services state any laundry must be done in an area of the premises that is separate from any area used by the children. This would be the case and apply to any Day Care Centre that operates from an owner's residential property. MaLizzy is in compliance in her Early Learning Centre. MaLizzy ensures this laundry by-law requirement by having her personal laundry washed in large plastic tubs inside the main house where the children are absolutely not allowed in (Chapter 3, page 8, section 10).

(b) Health, Safety and Nutrition

(bi) Health and Safety

According to the City Of Tshwane Metropolitan Municipality Health By-Laws for Child Care Centre services, published in October 2001; Chapter 2 concerning Health Certificates clearly states that no person may operate a child care service on any premises unless they are in possession of a Health Certificate (www.tshwane.gov.za).

MaLizzy's Health Certificate issued by the Department of Health is not on display as the by-law requirement Number 2 in Chapter 2 suggests that the Health Certificate is instead filed with the other vital documentation – such as an NPO registration certificate of an Early Learning Centre. Thus MaLizzy keeps her Early Learning Centre, Health Certificate safely filed as per this Department of Health's recommendation.

As outlined by the City of Tshwane Metropolitan Municipality's Public Health By-Laws:

Toilet and wash facilities requirements for children for Child Care Centre services are the same as those outlined by the Department of Social Development policy guidelines. These jointly require that one adult toilet and hand-washing facility be provided per twenty children (Chapter 3, page 6, section 8 (i) and (ii)).

The City of Tshwane Metropolitan Municipality's Public Health By-Laws: Guideline requirement in Chapter 3, section 8 b; stipulates that toilet and washing facilities for children who are under three years of age or still in nappies must include an approved separate nappy-changing area in with a surface that can be easily cleaned.

MaLizzy's Early Learning Centre does not have a nappy-changing area for the Babies Classroom and instead the two children who were still in nappies at the time of my fieldwork visit at MaLizzy's Early Learning centre, (a 1 year old and a 9 month old) are changed in either vacant room in the main house or neighbouring back room.

The City of Tshwane Metropolitan Municipality's Public Health By-Laws: section 11 requirements for kitchens in Child Care Centre services are that there must be an approved area specifically set aside as a kitchen for the preparation of food and the washing up and rinsing of crockery, cutlery, pots, pans and other kitchen utensils. (Chapter 3, page 8, section 11). MaLizzy's Early Learning Centre's kitchen is a separate area allocated specifically for food storage and food preparation although the crockery, cutlery, pots and pans are washed outside on a large plastic table in a large plastic washbasin.

The City of Tshwane Metropolitan Municipality Public Health By-Laws: section 12; for Child Care Centre Services concerns itself with the seating, resting and playing equipment of

Early Childhood Development Centres and stipulates (amongst other things) that:

- (i) suitable seating must be provided for each child, suitable and safe tables of the correct size must be provided to ensure that each child is seated comfortably
- (ii) an approved resting or sleeping mat or mattress must be supplied if full-day care is provided, a clean blanket must be provided and allocated to each child
- (iii) suitable and safe indoor play equipment and outdoor play equipment must be provided for children's use. (Chapter 3, section 12, 2001).

MaLizzy's Early Learning Centre provides full-day care services and has, (i) adequate suitably sized kiddies tables and chairs for the Grade O (5-6 year old) Big Class of approximately thirteen (13) children participate in learning activities and have lunch is served for them. (ii) New mattresses were recently purchased using funding provided for by the Department of Social Development for every classroom. Blankets are provided from home per child and sent home weekly with each child on Fridays to be washed at home over the weekend.

The City of Tshwane Metropolitan Municipality's Public Health By-Laws: section 13, entitled 'Enclosing the Premises' stipulates as follows:

- (i) any premises on which child care services for children under compulsory school-going age is operated must be enclosed with an approved means of enclosure so as (a) to prevent a child from leaving the premises of his or her own accord, (b) to prevent the entry of domestic animals onto the premises and c) to prevent unauthorised access or entry by any individual (Chapter 3 section 13, page 21. 2001).

MaLizzy and her staff ensure this by keeping the main gate locked with a padlock from 09h00 (when roll-call is taken) through-out the course of the day.

The City of Tshwane Metropolitan Municipality Public Health By-Laws: Chapter 6, section 24, entitled 'Safety and Medical Care of Children in Child Care Services' stipulates that an area must be set aside as a sick-bay for the treatment and care of any child who becomes ill or is injured at the centre and as such the area must be equipped with (a) an approved fully lockable and fully equipped first aid unit (which must be kept out of the reach of the children) and (b) a bed or mattress.

As noted earlier MaLizzy's Early Learning Centre has no official area allocated as a sick-bay but it does have a freshly stocked 'first aid kit' that is mounted on one of the walls in the Babies Classroom well out of the reach of the children.

Safety measures outlined in The City of Tshwane Metropolitan Municipality Public Health By-Laws: section 26 (Chapter 6, page 27. 2001) stipulate that any person operating a Child Care Centre service must take care to have the following measures in place: 1) the children must be adequately protected against fires, hot water installations, electrical fittings and appliances, heating appliances and any other object or thing which may be dangerous or cause injury to any child.

All classroom areas at MaLizzy's Early Learning Centre including the kitchen areas have fire extinguishers in them. These fire extinguishers which were last checked earlier in the year – in March, 2014. And, the emergency assembly point in the case of fire has been identified and marked outside the main house porch. All plugs in the classroom areas have stoppers plugged into them whenever they are not in use to prevent the children from sticking their fingers into the electrical sockets.

Section 26 of The City of Tshwane Metropolitan Municipality Public Health By-Laws: entitled 'General Obligations' (Chapter 6, page 29. 2001) stipulate that in general all Health Certificate holders must ensure that all the children, while they are in the care of the Child Care Centre service – are at all times properly cared for and under the direct supervision of an adequate number of children.

In MaLizzy's Early Learning Centre, no children were ever left unattended in any of the classrooms during my time spent at the centre. During moments when either staff member had to leave the classroom, they would call out to Ma'am Sheila and ask her to fill in for them.

The Health Certificate holder(s) is also required to ensure that all premises on which the Child Care Centre service is operated on are physically clean and in a state of good health.

MaLizzy personally assisted with some of the spring-cleaning that takes place on Fridays and regularly made trips to the kitchen area out back to ensure that preparation was done in a befitting manner.

(b)Health, Safety and Nutrition

(bii) Nutrition

On page 16 of The City of Tshwane Metropolitan Municipality Public Health By-Laws: the duties of a person in charge of food premises are listed and include (just to highlight a few):

(i) ensuring that effective measures are put in to place to eliminate flies, other insects and vermin in the kitchen area,

(ii) that each individual make sure that they are adequately trained in food hygiene by a

Health Inspector or other suitably qualified person and,

(iii) that refuse is removed from the kitchen area regularly and that the room in which the food is handled is not used for sleeping purposes, the washing, cleaning or ironing of clothing or similar laundry nor for any other purpose that might contaminate the food (Chapter 3, page 16, 2001).

MaLizzy does ensure that the above-listed guideline is complied with as the kitchen area in her Early Learning Centre is used solely for the preparation and storage of food. At the time of my fieldwork visit at MaLizzy's Early Learning Centre; Ma'am Sheila had intentions to attend a then upcoming workshop that taught basic kitchen skills and techniques.

The City of Tshwane Metropolitan Municipality Health By-Laws does not have any specific requirements concerning the Management, Early Childhood Development Training requirements of the practitioners and their Professional Relationships.

5.3 Summary of Ethnographic Findings Analysis

MaLizzy's Early Learning Centre attempts to comply with the policies set both by the Department of Health and the Department of Social Development although MaLizzy herself has confessed that she leans more towards making sure that she absolutely meets the minimum requirements set out by the Department of Health because the Health Inspector (Mr. Kobus) regularly comes in to inspect the centre and also owing to the fact she is heavily reliant on the annual food subsidy provided by the Department of Health.

Chapter 6: Case Study 2: Happy Kids Home Educare and Drop-Off Centre

6.1 Introduction

In this Chapter, I present Case Study 2: Happy Kids Home and Educare Drop-off Centre in Olievenhoutbousch, Tshwane. This ethnographic case study presentation also will be followed by an analysis of the fieldwork data findings.

6.2 Setting

Happy Kids Home Educare and Drop-off Centre is registered as a non-profit organisation. It is situated in Extension 36 in Olievenhoutbosch near the main ABSA bank branch in the township. The Happy Kids Home and Educare Centre Drop-Off Centre operates out of back rooms that are purpose built for child-care of a two bedroom, one bathroom house where the owner Mama Dipuo lives with her two children. Mama Dipuo is also expecting a third child due in October, 2014.

The Happy Kids Home and Educare Drop-Off Day Centre is located next door a tavern that is reported to only open after dusk when the Centre is closed. It was never open during my time at the Centre. Happy Kids Home Educare and Drop-Off Centre came highly recommended to me as a field site by the lady who was my unofficial 'travel-guide' in Olievenhoutbosch and a resident of the area.

In her opinion, the Happy Kids Home and Educare Centre was by far the best in Olievenhoutbosch and she was speaking from experience as all three of her youngest children who were now in primary school had attended the Happy Kids Home and Educare Centre. She insisted that the quality of teaching and overall quality of the care that the Happy Kids Home and Educare Centre provided children with was exceptional with her children simply sailing through at school.

Upon my arrival at the Happy Kids Home and Educare Centre, Lillian (my 'travel-guide') turned to whisper to me by the gate that the Day Care Centre was currently 'empty' in terms of the numbers of children who were attending because the owner had not been feeling well throughout the course of the year. The reputation the Educentre had was that its waiting-list was unbelievably long with some parents not minding the crowded conditions in the classrooms so long as their children could sit in at the Day Care Centre and receive a quality pre-school education.

Mama Dipuo Maseko who is a 40 year old South African national operates her Educare Day Care Centre Centre (i.e. education plus care Day Care Centre) out of beautifully brightly painted brick and mortar backrooms that she has had recently built. This extension to her home cost her approximately sixty-thousand rand out of her own pocket.

These back rooms include a single garage which houses both the 'Big Class' (Grade 0's – 5 to 6 year olds), and the 'Middle Class' (Grade 00's/000's – 3 to 4 year olds). During warm days the 'Big Class' children line-up their chairs outside against the wall of the main house and use the carport area as their classroom area leaving the 'Middle Class' inside the carpeted single garage area.

Adjacent to this 'Middle Classroom' is the 'Babies Class' (0 to 2 year olds) which doubles up as the Day Care Centre's office where all the administration papers are filed on wooden shelves that are built into the classroom wall. Across from these classrooms beyond the small paved court-yard area at the back is the kitchen area with its own storage area built into it.

Behind the kitchen area is a separate area where there are the two children's toilets each with

accompanying basins for the children to wash their hands. The playground area is made up of an area in front of the main house where the plastic jungle-gym set is placed with all the other outdoor play areas surrounding the rest of the property.

Mama Dipuo stated that building a wall around the house should also be included in the amount of capital that she has had to invest in her Educare Day Care Centre because it was included in the list of critical requirements that the officials from the Department of Health had put on the 'List of Items' she needed to have in place before they could allow her to legally operate the Happy Kids Home Educare and Drop-Off Centre from the property, as this requirement was an issue of safety.

Mama Dipuo's main house is considered completely off limits for any type of usage pertaining to the Educare Care Centre with no 'branding' appearing on its walls. Mama Dipuo jokingly explained that that was the purpose of the board placed outside the gate that included the name of the 'Happy Kids Educare and Drop-Off Centre', together its operating hours and the fact the it was a an English-medium Day Care Centre.

The main house was hers and her children's home and private space when they got home. Something she says, she had to learn to enforce – to separate her home-based business from her home life. Mama Dipuo also mentioned that the Health Inspectors from the Department of Health had also engraved this idea into her mind since she first began running the Educare Day Care Centre from the main house years back before she built the back rooms.

Storage of the children's tables and chairs takes place in a covered area outside the main house and adjacent to the kitchen as the classrooms do not have enough space to

accommodate these furniture items. Eating, playing, teaching and sleeping for the children takes place in the classroom areas that are kept impeccably clean, well-lit and ventilated. And the only time that the joint-classroom area between the 'Big Class' and the 'Middle Class' becomes impractical is during teaching time when the children (and myself included) become confused as to which teacher they have to sit with and pay attention to during the activities sessions.

There is no partition within this single garage classroom area and the teachers here struggle to manage to sustain and maintain the attention and concentration of their respective classes during lesson and activities time often with the children turning to play with one another 'across the classes'.

During my first week of participant-observation fieldwork at the Educare Care Centre, the weather was unpleasantly chilly so for the majority of the time the two classes of approximately forty children were cooped up together in the single garage area.

6.3 Mama Dipuo's Career Biography

Mama Dipuo is known for her generous heart as the Educare Care Centre as the centre also serves the families that are unable to afford the Educare Care Centre fees in the community including teenage mothers who have chosen to go back to school or look for part-time work to try and support their children. After a few case stories, that Mama Dipuo fondly relayed to me about the number of children at the Educare Centre who are actually attending free of charge, I took the opportunity to ask her before she dashed off, about: How she came to open the Happy Kids Educare Care and Drop-off Day Care Centre, as she herself describes the Day Care Centre.

The conversation took an extremely intimate turn almost immediately as she began her story at the time when her husband left her in the house without as much as a warning with two children to support. With tears quickly filling up in her eyes, she recalled how she was in-between jobs at the time and although a qualified Intermediate Phase teacher, she was then a full-time wife who was completely dependent on her then husband financially.

A month later after her ex-husband's departure, she discovered that he had not been keeping up to date with their two boys' local Day Care fees. Her two boys were about to be expelled from their Day Care Centre when Mama Dipuo said, she approached the Principal and pleaded with her to allow her to 'work-off' the debt by volunteering at the Day Care Centre in any capacity they would have her in.

The Principal agreed and Mama Dipuo said that the working environment was an absolute pleasure as she had her boys near her. But as she was volunteering the majority of her time for only a small stipend while simultaneously working-off her debt to the Day Care Centre, she had to resort to knocking on her neighbours' doors offering to do their laundry and household duties for a little extra money after she knocked-off from the Day Care Day Care Centre in order to make ends meet.

Working her way up the ranks at this Day Care Day Care Centre from cleaning to being a stand-in or substitute teacher Mama Dipuo said that she eventually managed to gain full-time employment at the Day Care Centre as a teacher of the Grade 0 class.

After helping build the reputation of this Day Care Centre that was also based in

Olievenhoutbosch even though she was being exploited in terms of salary Mama Dipuo said, she took a giant leap of faith and followed through on the advice of many of the parents whose children were in her Grade 0 class who were urging her to open up her own Day Care Day Care Centre as the Principal of the Day Care Centre she was working at was no longer in the child care business for the 'passion of it' and simply interested in making the money through the popularity that she (Mama Dipuo) was making for her employer at the Day Care Centre.

Mama Dipuo then said that in the middle of 2008 she quit her job at the Day Care Centre, printed out a few flyers, got a few classroom necessities and opened up the front door of her own home to the children in her neighbourhood. To her own surprise, she admitted, the parents came in droves and her two bedroom house was soon uncomfortably crowded with parents pleading by any and all means with her to admit their children in her Grade 0 class.

6.4 South African Government Early Child Care Development Policy

Mama Dipuo continued her story saying that when she approached the Department of Health for registration in the following year (2009) after she had opened her Educare and Drop-Off Centre, so that she could apply for various food subsidies from the Government her 'love-hate' relationship with the Department of Health began. The Department of Health officials were apparently very unequivocal about the fact that registration of her Educare and Drop-Off Day Care Centre would not be granted unless she complied with their basic minimum requirements and especially made arrangements to move the Educare and Drop-Off Day Care Centre from her house and into additional rooms built exclusively for the use of day care services.

The list of requirements outlined by the officials of the Department of Health helped Mama Dipuo build the additional rooms outback to specification. A wall around the house and a gate for safety and security reasons were also on the list for Mama Dipuo to have installed in order for her to be in compliance. Mama Dipuo said that before her Educare Day Centre moved into the additional rooms outback the visits from the officials from the Department of Health were bordering on being incessant.

Now however, that she has met their requirements and has managed to receive a Certificate of Registration from the Department of Health, Mama Dipuo said that the visits from the officials were now simply regular routine ones and no longer as frequent as they were before. One thing she said that remained a contentious issue with her Educare Centre for the officials from the Department of Health was that the number of children she often had in-admission was often too many above what the policy states is allowed per square meter of a property allocated for day care services.

She said that her rebuttal to their concern was always that the parents were not swayed by her stating that the Department of Health had given her a set number of children whom she is allowed to admit and that they (the parents) would deliberately continue to bring their children to her Educare Centre and leave them in her care.

6.5 Mama Dipuo's Responsibilities

Mama Dipuo says she handles the majority of the administration herself as she has a diploma in office administration and it has been easier for her to allot more time to doing it full-time through-out the course of her difficult pregnancy. These administrative duties include: typing-

out notices and newsletters to parents, administration for UIF, bookkeeping as well as monitoring payments of day care fees.

On the second day of my time spent at the centre, Mama Dipuo was on her way out to submit forms to the Department of Social Development that she said were required to ensure that she was still compliant and operating as an NPO.

6.6 Daily Timetable: Happy Kids Day Educare and Drop-Off Centre

Happy Kids Home Educare and Drop-Off Day Care Centre's daily routine begins at 07h00 when the children are dropped off by their family members and handed over into the care of the staff members. The children on arrival are allowed free play until breakfast is served at 08h15.

Breakfast is served in the children's respective classrooms and to the children who request it. The meals alternate between *mabele* (brown porridge) on Mondays and Fridays, instant porridge on Tuesdays, white porridge on Wednesdays and morvite on Thursdays.

After breakfast, the children line up for toilet routine at approximately 08h45 and take turns class by class.

Throughout the duration of my time spent at the Educare Centre the period approximately between 09h45 and 10h45 assigned for teaching was often used to actually first prepare for the intended lesson. Mama Emma would usually spend this time preparing the worksheets for the day and due to the fact that they do not have any office automation equipment such as

printers, the worksheets are hand-drawn and hand-written individually which is a time consuming exercise.

The next activity [usually between 11h00 and 12h00] was the full rehearsal of the drama sketch that was going to be performed by the children at the then upcoming end-of-year concert and graduation ceremony. Both classes [the Big and the Middle Class] partake in the drama and dance rehearsals.

These rehearsals that included songs and dances from classic traditional African culture as well as contemporary South African youth music such as Kwaito and House would take up majority of the mid-morning sessions leading up to lunchtime.

After the children have washed, lunch is served promptly at 12h00. They children are served lunch in their classrooms. Lunch meals include generous portions of pap and milk on Mondays, pap with soya and cabbage on Tuesdays, mielie-rice with tinned fish and butternut on Wednesdays, samp with brown soup, beetroot and spinach on Thursdays and macaroni with mincemeat and mashed potatoes on Fridays.

6.7 Teaching Staff: Happy Kids Educare and Drop-off Centre

Mama Dipuo's Teaching and Assistants Staff:

1. Mama Emma:-

Mama Emma is a 31 year old Malawian national who teaches the 'Big Class' (5 to 6 year olds).

2. Mama Diteboho:-

Mama Diteboho is 29 year old Lesotho national who supervises the 'Middle Class' (3-4 year olds) and fills-in as Mama Dipuo's Deputy in her absence when attending to parents and visitors as well as supervising the other classrooms at the Educare Centre. At the time of my fieldwork, Mama Diteboho had been at the Educare Centre since the beginning of 2014.

3. Mama Elsa:-

Mama Emma is a 27 year old South African who is a child minder to the infants and toddlers in the 'Babies Class' (0-2 year olds).

4. Mama Lerato:-

Mama Lerato is a 32 year old South African national who solely focuses on all the duties pertaining to the kitchen as well as preparing and packaging the home-made atchaar that Mama Dipuo sells to the community.

5. Mama Thandeka:-

Mama Thandeka's duties are mainly all in Mama Dipuo's main house and include hand-washing Mama Dipuo's laundry, ironing it, and cleaning the house. However, on more than one occasion she would jump-in to watch over the children wandering outside of the 'Babies Class' whenever Mama Elsa left them unattended.

6.7.1. Mama Emma

My first few days at the Educare Centre were actually spent in Mama Emma's 'Big Class' (5-6 year olds) classroom that was jointly seated with Mama Diteboho's 'Middle Class' in the single garage classroom area. After a breakfast of brown porridge served at approximately 08h30, the activity of the day for the children in Mama Emma's 'Big Class' was learning how to write their names.

Mama Emma took a seat by the adult table placed in the corner and called up her class members individually instructing them to copy their names underneath the one she would write down for them on their own A4 pieces of paper. The rest of the activities throughout the week included learning colour identification, alphabet letter and number recognition as well as learning traditional nursery rhymes like 'Mary's Little Lamb', 'Humpty Dumpty' and 'Incy-Wincy Spider'.

Mama Emma complained to me during one of the outdoor free play times that the children were putting a strain on her in terms of interacting with them during teaching time because they had not had a teacher for a long time. She also mentioned that when she arrived at the Educare Centre almost six months prior to my time at the Day Care Centre, the children in the 'Big Class' did not speak nor understand English well which was something she said that the Educare Centre used as a major marketing attribute: that tuition at the Day Care Centre was purely in English. For Mama Emma, the language barrier was something she said she had to overcome when she first got to the Educare Centre because she did not speak any of the local vernacular languages as she had only recently arrived in South Africa under a year ago.

With no formal teaching nor child care qualifications, Mama Emma mentioned that she thoroughly enjoyed working with children and that her years of experience working at different Day Care Centres in Malawi had stood her in good stead when she applied for the job at Mama Dipuo's Educare Centre earlier that year.

My time in Mama Emma's classroom as her teaching assistant helping her prepare the

worksheets and staple them when the class was done helped me to witness the level of dedication and commitment she had towards the development of the children under her care. Mama Dipuo confirmed my observation regarding Mama Emma's passion towards teaching although at times her efforts were sometimes misguided. Mama Dipuo explained that she would give Mama Emma a detailed outline of the weekly syllabus she had drawn up but Mama Emma would not always stick to it.

Mama Emma, according to Mama Dipuo, preferred to teach orally and as a result the children had an issue with writing, cutting and doing puzzles. Mama Dipuo said that it pained her to have to graduate a Grade 0 class of that quality because parents in the community respected her Educare Centre because she specialises in Grade 0 teaching.

Mama Dipuo also mentioned that she was considering returning to teach the Grade 0 class herself in 2015 because she missed it and stated that Mama Emma would simply have to shadow her in the following year to pick up on what Mama Dipuo described as 'non-threatening ways to manage a classroom and encourage discipline' as well as holistic teaching methods that engage and develop the whole child as a learner.

During my time at Mama Dipuo's Educare Centre, Mama Emma's class never played with toys, nor did any practical activities and simply sat listening to Mama Emma as long as they possibly could. Thus, free play inside and outside of the classroom often resulted in rough play/wrestling and punching and kicking between boys and girls.

6.7.2 Mama Diteboho

A couple of days after spending time in Mama Emma's class, I rotated into Mama Diteboho's 'Middle Class' that was not much of a transition from Mama Emma's class because the

classes are in the same area. Mama Diteboho is an extremely soft-spoken woman who does not speak nor understand English much resulting in our conversations being mainly in Sesotho. She seemed to find it difficult to present lessons to her class in English and would often revert to Sesotho to finish her lessons.

During one of her lunch times when the children were sleeping, I asked Mama Diteboho: How such a 'shy' individual as herself would find herself working in such a busy and noisy environment? She responded by stating that 'she loves working with children with her whole heart', even though she had no prior experience in working with them and nor did she possess any teaching or child care qualifications.

Mama Diteboho did not spend much time in the classroom as she attended to the Educare Care Centre's administrative duties along with attending to the parents who were making enquiries and payments of day care fees. And, owing to the chilly weather during my research time at the Educare Centre, Mama Diteboho 'took advantage' of the fact that the 'Big' and 'Middle' classrooms were joined in the garage area and that Mama Emma would inevitably be at the helm in terms of watching over all of the children and keeping them engaged through story-telling and reciting nursery rhymes.

6.7.3 Mama Elsa

Following a few days in Mama Diteboho's classroom I rotated into Mama Elsa's 'Babies Class' is the 'Babies Class' teacher but is perhaps more aptly described as the child-miner of the infants and toddlers' 'Babies Class'. Mama Elsa had moved to South Africa from Lesotho in early January the previous year (2013) and had initially come to the Educare Care Centre seeking employment as a cleaner or domestic general assistant but instead found that there

was an opening as a child minder.

She opted for the job as a child minder when she discovered that it was paying at least Two hundred rand more every month than the job as a cleaner (i.e. R1200). She told Mama Dipuo that even although she had no prior experience in working with children nor any formal (or otherwise) teaching and child care qualifications she was desperate for the job and was a fast learner who would quickly get the hang off the job.

That Mama Elsa was simply desperate for a job and not necessarily interested in working with children was made evident by something Mama Dipuo complained about and something I had witnessed myself in that Mama Elsa was often not in the classroom watching over or interacting with the children in her class. Mama Thandeka (Mama Dipuo's house-help) always had her eye on Mama Elsa and would often reprimand her to return to her class or jump-in herself to attend to the children as soon as Mama Elsa stepped out.

On one occasion, Mama Dipuo reprimanded Mama Elsa in front of me reminding her that she had promised that she would learn to do the job quickly and do it whole-heartedly. This incident occurred after Mama Dipuo had caught Mama Elsa in the kitchen area on her phone having left the children unattended and while I was sitting in the court-yard area which gave me a view of the entire Educare Centre.

Mama Dipuo then turned to me and apologised for having witnessed the incident explaining that Mama Elsa's behaviour had been the same since she began working at the Educare Centre in the beginning of 2014 without any improvement even after much correction.

Mama Elsa, looking unbelievably unremorseful, simply walked away from Mama Dipuo and headed back to her class after much apologising to Mama Dipuo with a smile on her face. Mama Dipuo confessed that Mama Elsa was in actual fact sitting on her final warning and that if her behaviour did not improve in the New Year 2015 – she would be fired.

Apart from leaving the babies and children unattended, whenever she was in the classroom Mama Elsa was not engaging with the children and seemed to be simply sitting in the classroom to 'pass time' as Mama Dipuo described. No games were played with the children, no nursery rhymes sung and Mama Elsa was one to barely share a smile with the children. The children in the 'Babies Class' seemed to 'come alive' whenever Mama Dipuo would regularly step in to greet them and interact with through song and dance whenever she was around.

6.8 Funding Sources: Happy Kids Day Care and Drop-Off Centre

Mama Dipuo mentioned to me that although she had a love-hate relationship with the officials from the Department of Health, they had helped her a lot through-out the course of her establishing her centre and that they are also still assisting her with an annual food subsidy that she says is calculated per child's head. Mama Dipuo says that the food is a God-sent because it helps cover the provision of meals for the children whose parents are not paying her day care fees which range between R250 (for children in the Big Class) and R350 (in the Babies Class).

Chapter Seven: Case-Study 2: Happy Kids Home Educare and Drop-Off Centre: Policy Compliance Analysis

7.1 Introduction

Using the same booklet referred to in the previous chapter on the Guidelines For Early Childhood Development Services published by the Department of Social Development (handed to me by a Social Worker that currently works for the Department of Social Development), the following discussion on the analysis of my ethnographic findings at Happy Kids Educare and Drop-Off Centre in Olievenhoutbosch will also feature the minimum standards for early childhood development services as outlined in Part 2 Chapter 5 and Chapter 6 of the booklet, discussing particularly: the premises and equipment, health , safety and nutrition, management, active learning, the practitioners themselves and how the centre works with the families of the children admitted into their care as well as in the community.

(a) Premises and Equipment

Guideline 6.1 in Chapter 6 begins with the premises and equipment stipulating that first and foremost the building must be clean and safe for young children. The children at Happy Kids Educare and Drop-Off Centre enjoy a clean environment which is regularly swept after every activity such as eating and creative activities such as cutting and pasting. This is usually done during periods when the children are outside playing in the small courtyard area at the back of the main house.

Equipment such as chairs and tables are stored in a little corner between the kitchen area of the day care centre and the main house while the mattresses that the children sleep on during nap times are stacked on a table in the garage area that the Big Class and Middle Class jointly use.

The floor area of the classroom areas are levelled with cement and covered with beige carpets wall to wall and are removable to be aired out at the end of the week while the classroom is thoroughly swept which complies with Guideline 6.1.1 in Chapter 6 that stipulates that the structure must be safe, weatherproof and well-ventilated and that the floors should be covered with a material that is suitable for children to play and sit on.

The classrooms have their own source of electricity which allows the classrooms to remain lit during cold and gloomy days as was the case during a few days of my visit at the centre when the weather was cold and it was slightly drizzling outside for the majority of the day.

The classroom areas which are additional brick and mortar classroom spaces that Mama Dipuo built at the advisement of the officials of the Department of Health have their papers filed with the necessary authorities and as such one can assume that they are weather-proof and safely erected. Every classroom area has at least one window which allows for ventilation throughout the classroom areas when the doors are closed and the children are all inside during cold days outside.

Guideline 6.1.2 in Chapter 6 stipulates that there should be at least 1, 5 square meters available per child inside a play area or for an indoor play area. Without having taken actual measurements myself, I subjectively believe that Happy Kids Educare and Drop-Off Centre does not fully comply with this guideline as the indoor play areas which are also used as classroom spaces for lessons and eating areas during meals are small in relation to the numbers that Mama Dipuo had admitted at the centre.

Children's tables and chairs do not fit in the single garage area that is jointly used by the Big Class as well as the Middle Class with the Big Class having to use the space provided by the shade of the carport beside the main house should they wish to sit on their chairs and be adequately accommodated.

Eating time is also a slightly messy activity as children jump, kick and play over one another while the other children are still eating in the same small space.

Mama Dipuo has mentioned since the inception of her day care centre – even when she was operating from the main house- the officials of the Department of Health have been reprimanding her about the number of children that she has in admission in relation to the space that she has to comfortably and safely accommodate.

This is when she told me that she always explained to them that the parents in the community were not fazed by the number set by the officials and that turning parents away to try and remain in compliance with the number that they had issued her was to no avail as some parents continued to bring their children to her centre.

At the time of my visit, during the colder days that had the Big Class and Middle Class jointly enclosed in the same single garage area space used as their classroom, the numbers were approximately twenty per group which meant that there were at least 40 children in that small enclosed area that had to share the space for learning, eating and sleeping.

Guideline 6.1.3 in Chapter 6 (page 47) stipulates that a separate office (that is large enough to accommodate at least 2 children and double as a sickbay) must be provided where the

centre enrolls more than 50 children for a full day; a separate area where staff are able to rest and lock up their personal possessions must be provided (Guideline 6.1.4, Chapter 6m page 47) and a separate place for the preparation, cooking , storing and washing of food must be provided should food be prepared on the premises (Guideline 6.1.5, Chapter 6, page 47).

Mama Dipuo's day care centre has a completely separate area for the preparation, cooking, storing of food and the washing of food and eating utensils. This preparation area is separate from the main house and was purpose-built for the exclusive use of the day care centre. It has its own source of electricity supply, is well-lit and well- ventilated with the windows open throughout the day and wiped down after meals preparation.

Mama Lerato did not leave the kitchen as far as I could observe –even during my time briefly assisting her with the washing of the kitchen utensils- and spent most of her time simply attending to the chopping of the vegetables in preparation of the lunch meals and watching over the pots to avoid overcooking breakfast meals as Mama Dipuo would often remind her; as well as preparing and packaging the home-made atchaar that Mama Dipuo sold on the side.

This separate, brick and mortar built kitchen area has its own storage area built into it where all storage of dry and fresh food supplies are stored in a cool area. The kitchen area has its own refrigerator, stove and basin for the washing of food and cleaning of eating utensils indoors.

This complies with what Guideline 6.1.5 in Chapter 6 on page 48 further explains in that: the kitchen area must be safe and clean, have adequate washing up facilities and clean, drinkable

water; have hand washing facilities for staff, have adequate storage space, have adequate light and ventilation, have cooling facilities for the storage of perishable foods, have an adequate number of waste bins with tightly fitting bins and that cleaning agents must be kept in their original containers and out of the reach of the children.

Under no circumstances is a child permitted into the kitchen area at Happy Kids Educare Centre and Drop-Off Centre; this is a rule consistently reinforced by the teachers at the centre and one that the children seem to have internalised. Food is served to them in their indoor classroom area by Mama Lerato who then goes to the classrooms to retrieve the eating utensils once the children are done. No child is ever sent to the kitchen area by the teachers or child-minders.

Happy Kids Educare Centre and Drop-Off Centre does not have a separate office nor a place that can be utilised as a sickbay to accommodate at least 2 children and it does operate for a full day and the numbers do go well above 50 during ‘a good season’ as Mama Dipuo would tell me.

Guideline 6.1.6 Chapter 6 page 48 stipulates that: where children who are bottle-fed are cared for, suitable facilities must be provided for cleaning the bottles; bottles must be kept clean and washed regularly. Due to Mama Elsa’s carelessness in the Babies Class, the two children who were bottle-fed and still in their diapers in her classroom did not have their bottles well-cared for and on more than one occasion Mama Dipuo had to remove the bottles which were left rolling around on the floor in the Babies Classroom and had them sent to the kitchen where she had Mama Lerato sterilize them in boiling hot water before they could be used again at the children’s next feeding time.

Toilet facilities that are safe for children must be made available (Guideline 6.1.7, Chapter 6 on page 48). Mama Dipuo has a completely separate section built behind both the classroom areas and the kitchen and storage area which has two toilets for children and two children-sized basins for them to wash their hands.

The water is clean and running and the toilets are regularly checked after visit during bathroom routine time to make sure that the taps are properly closed, that the toilets are flushed and that there is not any mess left on the walls or the tiled floors. Each toilet stall has its own door for the privacy of every child but is not lockable in such a way so that a child could lock themselves in it. These toilets are checked by each teacher/child-minder that monitors their group during a bathroom time routine visit.

The rest of the requirements of Guideline 6.1.7 in Chapter 6 on page 48 stipulate that : the toilet facilities must always be clean and safe (which they are at Mama Dipuo's day care centre, with no unsanitary smell or odour emanating from the bathroom area), there must be a somewhere for children to wash their hands (the teachers/child-minders make sure that each child gets into the habit of washing of their hands after using the toilet at Mama Dipuo's day care centre), for older children (ages 3-6 years) one (1) toilet and one (1) hand-washing facility must be provided for every twenty (20) children, irrespective of gender; doors on the children's toilet facilities should not have locks.

Mama Dipuo's Educare Centre complies with this aspect as there was a one toilet for every 20 children in the Big Class and Middle Classes which take the children in the centre from 3

years to 6 years. I would not be able to speak of how this guideline is met and satisfied when the numbers go beyond the 40 number of children that were in the two classrooms.

The children in the Babies Class were close to 12 in number and there were at least three (3) potties that I could see that were placed in the children's toilet areas and emptied after the use of every child which complies with the Guideline 6.1.7 in Chapter 6 on page 48 that suggests that there should be one (1) potty for every five (5) children.

The final standard requirement that Guideline 6.1.7 in Chapter 6 and on page 48 in the booklet stipulates that separate adult toilet and hand-washing facilities must be provided for the staff in terms of the National Building Regulations. Mama Dipuo opens the toilet in her home for the adults, namely, teachers and child-minders and visitors (such as myself) to use; separate from the toilet facilities that the children at the centre use.

Guideline 6.1.8, in Chapter 6 on page 48 of the booklet on Guidelines for Early Childhood Development Services stipulates that there must be a provision made for the safe storage of anything that can be harmful to the children. All medication is labelled with the child's name and placed in the Babies Class in a shelf that is well out of the reach of the children. Items such as knives and dangerous chemicals such as cleaning products are sealed and stored in the kitchen's storage area that is completely out of bounds for every child at the centre.

With regards to Guideline 6.1.9 in Chapter 6 on page 49 of the booklet, the issue of space is mentioned again only this time referring to the minimum space required per child outdoors. Mama Dipuo's outdoor area is mostly made up of paved areas such as the courtyard outback and the shaded carport area beside the main house.

The only area that has a lawn is the area that is in front of the main house and has a small plastic jungle-gym set that looks more appropriate and suited for the children in the Babies Classroom. The required minimum space for outdoor play that is required by the Department of Social Development per child is 2 square meters.

Again, without having taken exact measurements, the complaints made the officials from the Department of Health, as Mama Dipuo stated, one can only assume that all areas –indoors and outdoors- are too small for the number of children she takes into admission.

All furniture and equipment is kept safe and in good condition (Guideline 6.1.10, Chapter 6, page 49), with the only piece of furniture that the classroom area that is jointly used by the Big Class and Middle Class being the adult sized wooden table (accompanied by three (3) plastic chairs) that is used as a working station for the children as well as an administrative station for the teachers as they store their stationery and paper for daily activities on.

The Guideline (6.1.10, Chapter 6, page 49) further stipulates that beds, mattresses or mats used for sleeping and resting must be safe and clean. The mattresses that the children sleep on are stacked on another table placed at the back-end of the classroom area with each child's blanket neatly stacked on a separate plastic table at Mama Dipuo's Educare and Drop-Off Centre.

Storage of toys, educational materials and other play apparatus are done so in plastic containers which are stored in a spare room in the main house to make more space for the children in their indoor play areas. 'Alterations and additions, as well as new buildings, must comply with the National Building Safety Regulations' (Guidelines 6.1.11, Chapter 6, page 49), Mama Dipuo affirms that the building plans and the entire project was handled by

professionals who made sure that they complied with the regulations that the officials of the Department of Health had laid out for her in the beginning.

(b) Health, Safety and Nutrition

The next section of the Guidelines for Early Childhood Development Services concerns itself with the health, safety and nutritional needs of the children in the day care centre's admission. Guideline 6.2's minimum standards stipulate that: the children must be provided with at least one (1) meal a day by either parent or the centre; children must be cared for in a responsible and safe manner should they fall ill or get injured at the centre and finally, the parents or responsible family members of a child with a disability must receive information on the services and treatment of children provided locally.

Guideline 6.2.1 in Chapter 6 on page 49 stipulates that the medical history of each child should be recorded and kept up to date and confidential. Personal files of each child admitted at the centre are placed in arch lever files that are placed on a shelf in the Babies Class and are not open for viewing by anyone except those authorised to do so.

Guidelines 6.23 and 6.2.4 both found in Chapter 6 on page 50 stipulate that: there should be policies and procedures written down that cover the health care at the centre and that there should be action plans put in place to deal with various kinds of emergencies, respectively. In the Babies Classroom area there are A4 posters put up on the walls with the local emergency numbers as well basic demonstrations of what to do in the case of an emergency.

Staff is required to be trained in basic first aid. Mama Dipuo said that two of her staff members are trained in basic first aid but she did not explicitly identify which two (2). There

is one first aid box mounted in the Babies Class (Guideline 6.2.9, Chapter 6, page 51) and the environment is a healthy one for both children and staff (Guideline 6.2.10) as each classroom area is well-ventilated and regularly swept throughout.

Mama Dipuo mentioned that she received a food subsidy from the Department of Health annually and that there was some consultation done with regards to establishing the menu which would ensure that Guideline 6.1.12 is met and which stipulates that: the amount of food and drink provided for the children must be adequate for their age (children at the Mama Dipuo's educare centre are encouraged to finish their meals, are served generous portions of food, allowed to ask for more food if they are not satisfied and are never force-fed); if the centre is open for eight hours or longer each day, two snacks and two meals (breakfast and lunch) must be provided.

Mama Dipuo's centre is open for the full day and does provide two meals namely, breakfast (e.g. porridge) and lunch (rice and cabbage) plus snacks 'randomly' before lunch time which would be around mid-morning in the form of a fruit (e.g. slices of oranges) as well after lunch time during the mid-afternoon.

Children in the Babies Class are fed as and when hungry (those that are bottle-fed have their formulae prepared for them as provided for by their parents) (Guideline 6.2.14, Chapter 6, page 52); children are monitored fairly well during every meal time (Guideline 6.2.15, Chapter 6, page 52) and safe, clean drinking water is made available and offered to the children during every meal and snack time (Guideline 6.2.16, Chapter 6, page 52).

(c) Management

With regards to Management, the Department of Social Development argues that ‘administrative systems for managing the centre must be developed and maintained’ (Chapter 6, page 53). These include: having the centre’s information and policies handed to the families before the child is admitted to the centre (Guideline 6.3.1); making sure that the records on each child are kept up to date (Guideline 6.3.2); registers must be kept up to date (Guideline 6.3.3); a daily record of daily menus must be kept (Guideline 6.3.4) and there must be regulations regarding the transporting of children (Guideline 6.3.5).

Happy Kids Educare and Drop-Off Centre has a policy that stipulates that every child must be signed-in and signed-out whenever they are being dropped off or picked up from the centre regardless of whether this is done by a family member, the parents themselves or a neighbour. The centre itself does not provide transport services for the children except in exceptional circumstances as Mama Dipuo would explain (Guideline 6.3.5).

Mama Dipuo mentioned that she handled all the administrative duties as she has a Diploma in Office Administration and she is the most able and qualified to do so and these duties include correspondence with parents through newsletters and notices, bookkeeping duties for the centre, financial documentation completion and UIF, etc.

I never got to read through the centre’s policies and information that should be handed to the families before a child is admitted at the centre (Guideline 6.3.1) nor did I manage to read through an Application Form or the likes of such documentation.

There is an A3 print out of the daily and weekly menu placed above the sink of the kitchen area (Guideline 6.3.4) but a daily register of the children is kept and roll-call is taken daily

after breakfast time close to 09h00 and before the creative lesson of the day commences (Guideline 6.3.3).

(d) Early Childhood Development Training

The minimum standards concerning active learning, again, stipulate that the children must be provided with appropriate developmental opportunities and effective programmes to help them reach their full potential; the children must be cared for in a constructive manner, which gives them support, security and ensures the development of positive social behaviour and finally, the culture, spirit, dignity, individuality, language and development of each child must be respected and nurtured. (Guideline Section 6.4, page 54).

This section stipulates that each day should be organised with many different and carefully planned activities (Guideline 6.4.1, Chapter 6, page 54); activities should help develop the full potential of the children (Guideline 6.4.2, Chapter6, page 55); practitioners should show that they enjoy working with young children (Guideline 6.4.3, Chapter 6, page 55) practitioners should show that they know and understand how children develop (Guideline 6.4.4, Chapter 6, page 55) and finally that children must never be punished physically by hitting, smacking, slapping, kicking or pinching (Guideline6.4.5, Chapter 6, page 55).

What can be construed as a misunderstanding of how children develop (Guideline 6.4.4, Chapter6, page 55), Mama Emma's teaching methods and techniques have been criticised as lacking by Mama Dipuo which can be seen in the lack of different and carefully planned activities being arranged for each day (Guideline 6.4.1, Chapter 6, page 54).

As earlier stated, lesson time is utilised to write out by hand the individual activities for each individual child because they have no office automation equipment such as printers to make copies of worksheets from age-appropriate workbooks and this takes a tremendous amount of the lesson time resulting in the time allocated to the children to actually complete the assigned activity being very limited.

Mama Dipuo informed me that she had a 24 week themed syllabus prepared for each classroom along with accompanying activities for the children to do but Mama Emma never felt the need much to consult with the syllabus and would revert to her favourite way of teaching the children- through simply telling them stories and not allowing them to fine tune their fine and gross motor skills through activities such as cutting and pasting as well as playing with hula-hoops, respectively.

Mama Dipuo complained that Mama Emma preferred to do one activity for a long period of time which goes against Guideline 6.4.2's suggestion that the activities should help develop the children's full potential.

Section 6.5 in Chapter 6 of the Department of Social Development's booklet on Guidelines for Early Childhood Development Services concerns itself with the Practitioners at the day care centre. The minimum standards requires that all the practitioners be trained and should receive on-going training in the early childhood development of programmes and facilities for the young children.

These guidelines encourage that : the practitioners be healthy enough, both physically and mentally, to meet all the possible demands of caring for children (Guideline 6.5.1, Chapter 6,

page 56); the practitioners should have the appropriate qualities for working with young children (Guideline 6.5.2, Chapter 6, page 56); all efforts should be made by management to limit the staff turnover (Guideline 6.5.3, Chapter 6, page 56) and finally that all practitioners should have at least the minimum qualification and work towards continually improve their qualifications (Guideline 6.5.4, Chapter 6, page 57).

Every practitioner that I managed to have a conversation with at Mama Dipuo's Educare and Drop-Off Centre emphatically stated that they enjoyed working with children, except for Mama Elsa (who was in charge of the Babies Class) whom I honestly did not get to know much although her actions and attitude towards her job spoke volumes.

Mama Emma and Mama Diteboho (who is exceptionally 'shy' and not much of a 'naturally-born' teacher/public-speaker) both told me that they enjoyed working with children. Both are physically and as far as I could tell, mentally healthy and engaged in doing their jobs (Guideline 6.5.1, Chapter 6, page 56).

They possess the appropriate qualities such enjoying the company of the children in their class, valuing each child with respect to the child's individuality and getting along with other staff members and the family members of the children attending at the centre (Guideline 6.5.2, Chapter 6, page 56). Not much of the same can be confidently stated of Mama Elsa.

Not knowing the full story behind the reason of Mama Dipuo's staff being mostly new and only having recently joined her team, she mentioned briefly during her reprimand of Mama Elsa that her kind of the behaviour (Mama Elsa's) was the reason she, herself (Mama Dipuo) did not retain staff for a long time. (Guideline 6.5.3, Chapter 6, page 56).

The child ratio requirements as stipulated in the booklet, in section 6.5, suggest that there should be at least one ECD practitioner for every 6 children or less for children birth to 18 months (there were at least 2 children under one years of age at the centre during my time at the centre) and one ECD practitioner for every 12 children or less for children 18 months to 3 years of age.

Mama Elsa's Babies Classroom had an average attendance of 12 children daily during my time at the centre so according to this guideline, the classroom is slightly under-staffed as Mama Thandeka (Mama Dipuo's private domestic worker and the lady who jumps in to aid Mama Elsa at random times) is not a full-time assistant to Mama Elsa. Mama Elsa does not have any one to watch over the children whenever she needs to step outside of the classroom for whatever reasons.

The child ratio requirement for children aged 3 to 4 years (which would be the Middle Class at Mama Dipuo's day care centre) is that there should be one ECD practitioner for every 20 children or less. The number of children in Mama Diteboho's classroom was 21 according to the official class register which does not put her way off from the guideline's parameters.

Finally, the child to teacher ration requirement for children aged 5 to 6 years (which would be the Big Class at Mama Dipuo's day care centre) is that there should be one ECD practitioner for every 30 children or less. According to the class register, Mama Emma said that she had 22 children listed thereon.

The last aspect, concerning practitioners according to section 6.5 of this booklet, states that the practitioners should have a minimum qualification and should consistently be working towards the improvement of their qualifications (Guideline 6.5.4, Chapter 6, page 57).

As far as I could gather from the ECD practitioners at Mama Dipuo's Educare Centre and Drop-Off Centre, there was none who held the minimum qualifications for a practitioner which according to the Department of Social Development is registered Basic Certificate in ECD NQF Level 1 according to the South African Qualifications Authority (Chapter 6, section 6.5., page 57). The child-minders in the classrooms were still 'scheduled' to attend workshops that taught basic toddler and baby care at the time of my visit in 2014.

The Guidelines in Section 6.5 stipulate that ECD Centre Supervisors should have a minimum qualification of a National Certificate in ECD at NQF Level 4 by the South African Qualifications Authority (Chapter 6, section 6.5, page 57). Mama Dipuo said that she had recently enrolled to study for an NQF Level 4 course in Early Childhood Development; something she says she had to put on hold because of the difficult year she had experienced because of her high-risk pregnancy.

(e) Professional Relationships

Section 6.6 in Chapter 6 of the booklet pertains to the manner in which the ECD centre interacts with the families of the children enrolled in their care and the neighbouring community. This section simply stipulates that: a good relationship between families and the centre should be developed and supported (Guideline 6.6.1, Chapter 6, section 6.6, page 57). Owing to the fact that the primary caregivers such as parents are the most critical providers of

stimulation, the centre's staff is expected to foster and facilitate an amicable relationship with the families. (DSD booklet, page 57).

I never got to view the certificate issued by the Department of Health (as is required of it to be put on display according to Chapter 2 of the City of Tshwane Metropolitan Municipality's Health By-Laws for Child Care Services) but Mama Dipuo explained to me that the number on the certificate is not the one that the officials from the Department permits given the space on her property to run the day care service but they gave her the number 100 because annual funding for food is calculated per number of children that the centre takes care of and they were aware that she takes care of and feeds children who are not able to afford day care fees at her centre as well as in her community.

Chapter 3 titled, Requirements for the Premises of Child Care Services, has a guideline requirement (number 5) on page 3 that stipulates that all structures on the premises where the child care services are operating from are to be comply with the requirements of the National Building Regulations made under the National Building Regulations and Building Standards Act, 1977 (Act 103 of 1977) (www.tshwane.gov.za).

Mama Dipuo mentioned that the building of the additional brick and mortar rooms from which she operates her day care centre was handled by a team of professionals which would imply that the correct procedures were followed during the building of these rooms.

Guideline requirement number 6 on page 4 stipulates that the indoor play area must equal at least 1, 5 square meters per child (the same as the Department of Social Development's minimum requirements) and that the area be free for the purposes of playing, sleeping and

eating. Mama Dipuo's spatial provisioning is small for the classrooms, as earlier described, and still the indoor areas are used for playing, sleeping and eating.

The children are separated according to age groups, but only between the children who are over 3 years. The Babies Class is completely separated from the single garage area that the Middle Class and Big Class jointly use (Chapter 3, section 6.b., page 5; www.tshwane.gov.za).

The back rooms all have windows which allow for adequate natural light to come in as well as allow for thorough ventilation (Chapter 3, section 6.c.ii, page 5). The outdoor play area also requires that a minimum of 2 square meters space be made for children to play (Chapter 3, section 7 a, page 5), again, this is the same requirement that is stipulated as the Department of Social Development).

Mama Dipuo's centre meets the requirements that are stipulated for the toilet and wash facilities as outlined by the Municipality Public Health for Child Care Services and they are the same as those required by the Department of Social Development. i.e. one toilet and wash facility for every 20 children (Chapter 3, section 8, ii and iii, page 6; 2001), however the day care centre does not have a separate changing area and children are changed in the classroom area which does not meet the guideline requirement/by-law in Chapter 3, section 8.b that requires that a day care centre have an approved nappy-changing area that has a surface that can be easily wiped.

Mama Dipuo's private laundry is done exclusively inside the bathroom of the main house where the children have no permission to enter (something they are used to not doing in the same way that they do not play around near the kitchen area) which complies with the by-law

in Section 10 that stipulates that in the case of a day care centre that operates from the owner's residential property, the laundry needs to be done in an area of the premises that is separate from any area used by the children) (Chapter 3, section 10, page 8).

Happy Kids Educare and Drop-Off Centre has a separate kitchen area for the preparation of food and the washing up and rinsing of crockery, cutlery, pots, pans and other kitchen utensils which complies with the public health by-law in Section 11 of the City of Tshwane's Metropolitan Municipality Public Health By-Laws. (www.tshwane.gov.za)

Chapter Eight –: Comparative Analysis of Both Day Care Centres, Recommendations and Conclusion

MaLizzy and Mama Dipuo are two women who are beacons of light and love in their communities. Armed with years of experience in early childhood development and a passion to continue developing themselves within this sector, these two women can be seen as the ideal individuals that the Department of Social Development seek as early childhood development practitioners.

However, the social context within which they find themselves makes it difficult for them to fully comply with all the requirements of the policy guidelines set out by the Department of Social Development. Financial constraints affect the two centres in different ways.

In MaLizzy's Early Learning Centre, financial constraints are putting a strain on MaLizzy's family and beginning to quench her passion to continue as a private day care centre owner. The lack of financial resources has made it difficult for her to renovate her centre so as to comply with both the Department of Health and Social Development's requirements and guidelines.

Mama Dipuo's centre does not seem to be affected financially to the extent that MaLizzy's centre is. The staff at Mama Dipuo's centre is paid slightly more than at MaLizzy's and the building is beautifully maintained as well as complying with the Department of Health's regulations except for having a separate office that in this case serves as a sick-bay that can accommodate a minimum of two children.

However if Mama Dipuo could charge more for her day care services, maybe she could admit fewer children and not have a number of children admitted at her centre that puts her in trouble with the officials from the Department of Health. Admittedly though, Mama Dipuo's reasons for admitting the number that exceeds the Department of Health's numbers are not financially motivated. What she requires, however, is a bigger space from which to operate.

MaLizzy and Mama Dipuo could be described as social entrepreneurs. Following their passion and genuine interest in working with children these two community leaders

spontaneously found their way to running day care centres in spite of the personal obstacles and circumstances that they had to overcome.

Like true entrepreneurs they sought to solve a problem in their immediate community with the resources that they had at their disposal and their knowledge and experience with working with children. Unhappy and disturbed by the lack of quality day care centres that provided stimulation for the children in their neighbourhood they ventured forth and opened their homes to the community.

Viewing them as social entrepreneurs and not merely as charity or community workers would require a different approach towards understanding and therefore addressing the gap that naturally exists between the policies set out in any industry and actual practices observed on the ground level.

From this perspective, MaLizzy and Mama Dipuo would be viewed as any other entrepreneur seeking to address a problem in their community or society at large based on personal vision and ingenuity, knowledge and skills at their disposal to adequately furnish a solution to the problem that they are attempting to address.

In this instance the industry that these two entrepreneurs have ventured into is that of early childhood development and like any other industry this field had its own laws, rules and policies that regulate it in order to monitor the practitioners or individuals venturing into it so as to hold them accountable as well as to protect the consumers of these services – namely the children and the parents.

In South Africa the industry or field of early childhood development has devised policies and laws put in place in order to govern every individual who wishes to venture into it. These policies and laws set out by the Department of Health, the Department of Social Development, the Department of Basic Education. These policies are all set at the highest standard so as to ensure the necessary ideal conditions in order to provide an optimum standard of service for the consumers i.e. the children and the parents.

The policies outlined by the above-mentioned Governmental Departments all set the standard for the early childhood development industry just as much as the Department of Health does the same with regard to setting the minimum qualifications required for all practitioners in the various health fields as well as establishing the quality of service expected for the health care industry.

However the reality of entrepreneurship as evidenced by MaLizzy and Mama Dipuo Day Care Centers the quality and standard of the actual service may fall some way from the ideal set out by the industry regulators which in this instance are the Governmental Departments that concern themselves with early childhood development.

As is the case of many businesses; MaLizzy and Mama Dipuo have experienced hiccups with human resources management in attracting and retaining qualified and productive committed staff, limitations of physical resources available in order to accommodate the expansion of the customer base as well as financial issues with cash flow that would cause a chain-reaction of an entirely different set of problems to do with salaries, running costs expenses etcetera.

Thus not intentionally setting out to fall short of the ideal standards set out by the Governmental Departments concerning early childhood development – much like many entrepreneurs in any industry the actual daily reality of running a business seems to simply ‘get in the way’ thereby impeding the realisation of the idealised vision.

Having spent time with these ladies and having shadowed them as they went about conducting their business of providing day care services, I witnessed their passion and love for their work first-hand. This empirical participant-observation investigation of their service also allowed me witness their frustrations as well as to identify a few areas that would help them streamline their services in order to bring their standard of service more closely in line with to the ideals set out by the Governmental Departments concerned with early childhood development namely the Department of Social Development, the Department of Health and the Department of Basic Education.

In keeping to the business analogy suggested above my recommendation would be — that MaLizzy and MaDipuo ‘specialize’ and choose to focus on providing one specific service. In other words they would do best to choose to focus on one particular age group of pre-schoolers to cater to. For example, MaLizzy could choose to focus on either the 0 – 3 year age group or the 3 – 6 years age group but certainly not attempt to cater to the entire pre-school group of 0 – 6 years. This is due to the limited classroom facilities available to accommodate each age group adequately in MaLizzy’s Day Care Centre at the moment.

The main classroom (the additional classroom built adjacent to MaLizzy’s main house) has the potential to be used as one fairly sized classroom which could accommodate a larger number of children of a specific age group if the temporary partition (currently used to

separate the two classrooms) were to be put aside. Using this new and bigger classroom area to serve one specific age group of pre-schoolers would also allow the children to enjoy a well-structured programme without being distracted and having to feel as though they are members of two classrooms at the same time.

An additional reason that this recommendation would prove to be a viable solution is that there would be fewer personnel required as well as fewer items required to furnish the facility as is required and ascribed for each age group category of pre-schoolers. Fewer personnel would mean fewer salaries to pay and therefore more funds would be made available to possibly increase the monthly pay of the remaining staff to assist with staff retention.

Mama Dipuo could also opt for this solution as contemporarily the issue of ‘space’ seems to be a common bone of contention between her and MaLizzy and the officials from the Department of Health and the Department of Social Development.

This solution, however, would work best if they partner and network with other day care centres within their immediate neighbouring areas where each day care centre owner would choose to cater to one or the other pre-school age group. In this way, the community’s needs for day care would be met by each pre-school phase catered for in a ‘specialised’ day care centre.

In sum then, especially given personal financial constraints, and the additional difficulties of complying with *all* of the current policy requirements (e.g. especially – official registration of Day Care Centres and official qualifications required for Day Care Centre staff) as set out by Departments of Social Development for early child care policy – these two Lady Directors of

the respective township Day Care Centres of my study represent a valiant effort to implement and provide generally good quality day care services if somewhat uneven across the relevant aspects of social development, health and education policy in contemporary South Africa.

In my final assessment of the extent to which Early Childhood Development policy in South Africa is being implemented by MaLizzy and Mama Dipuo, is a matter of varying degree premised on these two ladies personal efforts to comply with national policy as illustrated in the discussion of my research findings. However as also demonstrated by my research in achieving their goals of compliance they are also dependent upon those officials from the Departments of Social Development, Health and Education who have and are willing to assist them to achieve their goals of providing good early childhood development programmes. Thus, the adage – ‘*It takes a Village*’ seems to best capture the collaborative efforts of these practitioners of early learning in the township of Olievenhoutbosch.

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Appendix 1

PARTICIPANT INFORMATION SHEET AND INFORMED CONSENT FORM

PART A

STUDY TITLE:

It Still Takes A Village: A look at the extent to which early childhood development is implemented in two township day care centres in Olievenhoutbosch, Tshwane. Gauteng

Researcher: NALEDI MOSELANE

Institution: Department of Anthropology, School of Social Sciences, University of the Witwatersrand,

Mobile Number: 0729310872

PART B

Introduction

My name is Naledi Moselane (MA student), from the University of the Witwatersrand, Department of Anthropology, School of Social Sciences. I am conducting an ethnographic study looking at how day care centres in Olievenhoutbosch are operating in light of the early childhood development policies as set out by the Government of South Africa (2013).

I would like to invite you to participate in this research study.

With your permission; your participation will involve one of the following or a combination of both: (i) an interview which will be approximately 30 minutes long, and (ii) my accompanying you for a few days to observe how you do your child care centre job.

If you have any questions do not hesitate to ask me.

Participation in this study is completely voluntary and you may withdraw at any time without any negative implications should you wish to do so.

If you would like me to use another name for you in writing up my research, so that no one will know that you were part of this research, I will be happy to respect your request to do so

Purpose of the Study

The focus of this proposed study is to look at how Day Care Centres are run in Olievenhoutbosch, with respect to the resources they have and how they make use of these resources at the day care centre.

Risks and Benefits

There are no risks in participating in this study. The benefit of this study is that I intend to identify how day care centres in townships can be better assisted to comply with contemporary South African early childhood development policy and so address any problems that impede them from so doing.

Confidentiality

All information obtained during the course of this study, including interviews and observations, will kept strictly confidential. Anonymity is guaranteed.

PART C

Informed Consent

I hereby confirm that I have been informed by researcher Miss Naledi Moselane about the nature, conduct, risks and benefits of this study.

I have also received read and understood the above written participant information sheet regarding the study.

I am aware that results can be anonymously processed and inform a research report and that I may, at any stage of the study withdraw from participating in it without any consequences on my part.

Participant:

SIGNATURE DATE

I, NALEDI MOSELANE, herewith confirm that the above participant has been fully informed about the nature and conduct of the above study

Researcher

NALEDI MOSELANE
SIGNATURE DATE

Appendix 2:

Semi-Structured Interview Schedule of Questions

Semi-structured interviews: Owners/Managers/Principles

Generic Questions

About the Individuals

1. What is your name and surname? (Pseudonyms can be used)
2. What is your age?
3. Please tell me about your educational background?
4. How did you become interested in the field of child care?
5. What qualifications do you hold relevant to child care?
6. What work experience do you have in the child care field?
7. Do you have any children of your own and do they attend a day care centre? Why?

About Early Childhood Development Policy

1. What aspects of South African child care policy has the centre adopted and closely used as a guideline?
2. Which Department(s) is the day care centre registered with?
Probes: If the Department of Social Development and/or the Department of Health are picked:
What conditions does the Department(s) Policy implement re:
 - a. Number of children permitted to be taken into care by the day care centre (maximum)
 - b. Minimum age that the centre may admit
 - c. Maximum age that the centre may admit

d. Operating Hours/Schedule

- e. When was the current policy issued?
- f. When last was it reviewed?
- g. Who was it reviewed by?
- h. Who helped you with the registration process?
- i. Did you experience any issues/problems with the registration process?
- j. What if any additional requests did the Departments make of you?

Probes: If the Department of Basic Education is indicated:

Are you aware of the Interim (Proposed) Policy for Early Childhood Development by this department?

a. If Yes,

- How did you come across it?
- What are its requirements?
- Do you meet its requirements? Why? Why not?

b. If No,

- How did you develop the Day Care Centre's curriculum for the various age groups?
- Are your teachers qualified or have they undergone any kind of training so as to be equipped to teach and assess the children in their classroom?

Probes: If the Day Care Centre is not registered with the Department of Social Development, or Dept of Health, or Dept of Education:

1. What is the Day Care Centre's policy (set of rules) for health, hygiene, and safety that is explained to the staff and the parents?
2. How are the children in the Reception Year being prepared for formal schooling in Grade 1?

Specific Questions about the Centre

1. When was your Day Care Centre established?
2. How many children are currently attending the Centre at the moment? Is this the official number according to the Center's register?

Probe: Why? Why not?

3. How many classrooms are there? And, what are the child-groupings by age in each classroom?

4. What are the staff complement, and composition, and child to child-minder ratio?

Probe: Is this the official policy ratio?

5. What facilities do you have in the Day Care Centre: e.g. classrooms, play areas, kitchen, sick-bay, toilets, office, etc., (indoor and outdoor)?

Life Narratives

1. Can you tell me more about yourself? (I'm interested in finding about what inspired you to open a Day Care Centre in your community).

2. What was your vision or goal in opening the Day care Centre?
 - a. How many children did you want to look after?
 - b. What age group did you want to look after? Why?
3. Who did you approach with regards to helping you establish your Day Care Centre?
Probe: What did they assist you with?
4. Where did you get the financial and other resources to set-up your day care centre? (E.g. chairs, tables, toys, food).

Semi-structured interviews: Staff (teachers, childcare minders)

1. When did you start working at this day care centre?
2. Why did you choose to take up this job in child care?
3. What do you enjoy about your job?
4. What are some of the challenges you experience in your job in the child care sector?
5. What is your job description?
Probe: To what extent do you think what you do reflects your job description?
6. Who is responsible for the development of the curriculum/syllabus for your class?
7. What resources do you need to meet the requirements of your curriculum? Where do you get them?
8. What challenges do you face when it comes to teaching?

Semi-structured interviews: Staff (child-minders, cooks, security)

1. When did you start working at this day care centre?
2. Why did you choose to take up this job in child care?
3. What do you enjoy about your job?
4. What are some of the challenges you experience in your job in the child care sector?
5. What is your job description?
Probe: To what extent do you think what you do reflects your job description?
6. Who is responsible for deciding on the activities that you do with your class?
7. Who determines the daily routine for your class?
8. What kinds of activities do you do with your class? What resources do you need? Where do you get them?

