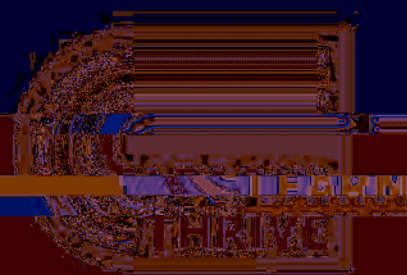


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Early Childhood Education and Care Facilities – Design Standards

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Early Childhood Education and Care Facilities Design Standards

This is a mandated standard under [the asset management policy](#)

Overview

The Early Childhood Education and Care Facilities Design Standards (ECEC Design Standards) have been developed to create high quality learning environments for children from birth to school age. They support the effective delivery of connected, continuous programs and services, and ensure children are thriving and learning.

The ECEC Design Standards reflect the state government's commitment to a holistic, integrated and culturally responsive approach to service provision for children and families and draws on the expertise of early childhood practitioners and policy makers across government, and have been developed in collaboration with the Department for Infrastructure and Transport (DIT).

Comprising of 4 parts, the ECEC Design Standards include the principles and department standards (ensuring compliance with all relevant legislation, standards and the National Construction Code) for the planning, design and construction of new facilities, major upgrades, refurbishment and maintenance of existing facilities, as well as providing reference information for the development of project briefs, and detailed planning and technical information.

- x [Part 1: Strategic Design](#)

Scope

The ECEC Design Standards are not retrospective. They provide department requirements for all new facilities, major upgrades, refurbishment and maintenance of existing ECEC facilities (including site funded projects).

Facilities for birth to school age children must comply with the ECEC Design Standard [Education Facilities Design Standard](#) where relevant.

It does not apply to Family Day Care, Guardianship Family Day Care services or the Respite Care Program operated by the department.

Conformity

Where products are selected and used, it is the responsibility of the manufacturer, design teams, contractors and facilities management providers to ensure the products are

- x fit for purpose
- x compliant to all relevant Australian Standards
- x robust to suit the environment
- x selected to minimise ongoing service and maintenance and offer value for money.

In line with the requirements of the Industry Advocate, the preference is to use local products and services before selection of foreign products.

Design and construction must also comply with all requirements set by local, state or any other authority which has jurisdiction over the site, buildings and facilities and all recommendations, warranty conditions and similar set by the manufacturer of any material, product, fitment or fixture being used.

Where an International, Regional or National Standard is referenced in these documents, designs are required to comply with the referenced standard and all other associated and related standards. Standards will only include a reference to the number, with reference to a specific version being excluded. Designs must comply with the most current version in use at the time that detailed planning commences. Should a referenced standard become redundant designs must comply with any replacement standard(s).

The department may specify to a higher standard where it is mandatory to comply with specific details for safety, security, maintenance or performance reasons. Mandatory requirements are identified by the word 'must'. Where applicable - 7

Glossary

This glossary contains terms found throughout the entire suite of the ECEC Design Standard documents.

Aboriginal people	The department recognises that Aboriginal peoples and Torres Strait Islander peoples have a great diversity of cultures, histories, and values. For the sake of readability, and in recognition that the term Indigenous is a sensitive one for many Aboriginal and/or Torres Strait Islander people, in line with the Culturally Responsive Framework, the term 'Aboriginal', which includes Torres Strait Islander people has been used.
Access for all	Ensures equitable access provisions for all people regardless of their physical, perceptual, social and cognitive abilities.
Accessible area	The Education Standards Board refers to 'accessible areas' and relates to areas where children regularly have access that they can reach, en (h)2.3 .3 (u)2(l)7.6 (e) T

Functional unit	Outline the micro spaces required for effective operation within the functional sub-zones.
Impact area	The falling space that surrounds a piece of playground equipment or natural element.
Inclusive	An inclusive learning and care environment considers the physical, academic, behavioural and social aspects of learning for all learners including Aboriginal people, cultural and linguistically diverse people, age, disability, gender, and LGBTIQ+.
Integrated service hubs	Tailored sites offering a range of services that meet the needs of the local community. They should offer a core provision of a preschool program, wrap around care, child and family health services and family support.
Learning Environment Opportunity Study (LEOS)	Provides logical and cost-effective guidance on improvements to learning environments. The architectural report contains scalable recommended options such as micro-sized student projects, small or no-cost projects, site-funded medium projects in partnership with the service delivery lead, larger site-funded projects managed by the service delivery lead and large-scale advice on larger scale projects when funding becomes available.

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	social, economic, environmental and governance principles
Site leader	Any person who has the responsibility, management or control of a workplace or work unit or personnel officially assigned as a nominated delegate by that person to adopt that responsibility. This includes, but is not limited to executive directors, education directors, directors, assistant directors, principals, preschool directors, managers and supervisors
Trained person	Any person who has achieved the nationally recognised unit of competency 'AHCPGD206 Conduct visual inspection of park facilities'. This unit of competency describes the skills and knowledge required to carry out routine visual inspections of park and recreational facilities to identify visible hazards and existing and potential risks.
Unencumbered area	Usable floor area which is directly accessible for children's use. This area excludes circulation/passageways, door swings and circulation at doorways (door swings and circulation space either side of sliding door openings), thoroughfares, fixed joinery, lifts, kitchen and administration areas.
Universal design	The design of buildings, products, services and/or environments to make them accessible and inclusive for people, regardless of age, disability and/or neurodivergence or other factors. It is a design process that addresses common barriers to participation.
Whole-of-lifecycle (lifecycle)	All stages of an asset from creation to end-of-life including planning, acquiring, operating, maintaining and disposing.

Revision record