ILIFA TOOLKIT

no.1

Procuring Resources for ECD Centres

BECAUSE YOUR CHILD IS A SOMEBODY

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INTRODUCTION

Adequate resources are essential components of quality early childhood development (ECD) environments and programmes. A shared understanding of what these basic levels of resources are will ensure that all ECD centres are able to provide adequate environments that support all areas of children's development. These guidelines recommend basic and additional resources (to include children with special needs).

Checklists

In addition to the guidelines, a number of checklists have been produced to help identify basic resources needed for children under 36 months and children 4-5 years.

Using the Guidelines and Checklists

These guidelines and checklists aim to:

- provide new applicants and registered early childhood providers with clearly defined expectations;
  regarding resources;
- enhance the quality of early childhood development through well equipped registered facilities; and
- serve as an educational resource for quality monitoring staff, ECD providers and others.

A. RESOURCES FOR DEVELOPMENTAL NEEDS

Setting Priorities

ECD providers need to set priorities when choosing resources. What resources does a program really need to be effective? Or, to put it another way, how can ECD providers choose resources which will support children's development in all areas? And what resources can be made from waste material or improvised?

Registration Requirements: An Overview

To establish or operate a partial care facility such as an ECD centre, also known as a crèche, the centre must be[1]:

- registered with the provincial government where the centre is situated
- managed and maintained accordingly, and
- in compliance with the following national norms and standards, namely:
  - a safe environment for children
  - proper care for sick children or children that become ill
  - adequate space and ventilation
  - safe drinking water
  - hygienic and toilet facilities
  - safe storage of anything that may be harmful to children
  - access to refuse disposal services or other adequate means of disposal of refuse generated at the centre
  - a hygienic area for the preparation of food for children
  - measures for the separation of children of different age groups
  - the drawing up of action plans for emergencies, and
  - the drawing up of policies and procedures regarding health care at the centre.

Partial care facilities which care for children with disabilities or chronic illnesses must:

- be accessible to such children
- provide facilities that meet the needs of such children
- provide training to persons employed at the facility

The partial care facility and ECD programmes will also be subjected to assessment and monitoring to determine compliance with national norms and standards for ECD contained in Part II of Annexure B and the assessment must be in a form identical to Form 21[2]. It must be noted that

1 Chapter 5 and 6 of Act 38 of 2005 (Children's Act and Regulations) – Annexure B Part I
2 Form 21 Assessment of ECD Programme (Regulation 28 Section 103 of The Children's Act 38 of 2005)

specific resources are not listed but instead aims are referred to in Part II of Annexure B as programmes must:

- promote children's right to rest, leisure and play through provision of a stimulating environment;
- promote self discovery;
- be evaluated and monitored;
- promote and support the development of motor, communication and sensory abilities in children;
- promote self control, independence and developmentally appropriate responsibility;
- promote free communication and interaction amongst children;
- must respect and nurture the culture, spirit, dignity, individuality, language and development of each child.
- be appropriate to the developmental stages and evolving capacity of children;
- promote cognitive development in children;
- promote the development of fine sensory and motor skills in children;
- emotional needs of children must be addressed and children must be encouraged to express emotions …

Further to this Form 21 refers to toys and equipment in this way:

Toys	Equipment
Enough for number of children	Acceptable/ Not acceptable
Clean and safe	Acceptable with few adaptations
Developmentally appropriate	Comments:
Comments:	Children's work displayed
	Appropriate books available?
	Creative material available?
	Puzzles available?

Creating Environments for Play and Learning

"Children are active learners who learn about their world as they play and interact with their environment and the people in it" (Ntataise learning material, 2012) and play is described as the work of children. The value of play has always been very important in the ECD sector and through a recent investigation by Whitehead (2012) play is again finding centre stage.

"Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology" (Whitebread, 2012).

Although the *Partial Care Facility Registration Requirements* indicates a number of areas of development namely: cognitive; fine sensory and motor skills; emotional and social; language development and communication, this booklet instead of using the five developmental headings as a way to organize the lists of resources classifies the resources according to activities or types of play. This is allow links to made more easily between what is observed in an ECD centre and what is required in terms of the *Partial Care Facility and Programme Registration Requirements* .

Many of the activities referred to in this booklet may involve more than one area of children's development. For example, *"**music** can cross over many developmental areas. It can be **cognitively** stimulating, as children learn to recognize rhythms and tunes. Children may learn the words to songs which will support their **language** development. Music is often very enjoyable, providing children with an **emotional** sense of wellbeing and competency. Music can be a **social** activity where many children sing or play instruments together, interacting with one another. Children's music is often accompanied by **physical** activity or movement, through which children can learn coordination, dances or a series of actions"*[3]. Music too can be very inclusive as children with special needs can be provided with a suitable instrument which they can hold easily (strapped onto hand or wrist) or feel the vibrations of (drum) or shake (shaker).

The resources in an ECD programme should stimulate all aspects of children's development in a variety of ways. For example, *"a climbing structure will encourage children to use their large leg, arm and back muscles. If the structure has a platform that more than one child can stand on, then children will be encouraged to socialize. The way in which the environment is set up will influence how children respond to their environment and the kinds of activities".*

Developmentally Appropriate Resources and Programme

The Children's Act Part II of Annexure B states that programmes (and thus resources) be appropriate to the developmental stages and evolving capacity of children (individually appropriate).

Developmental stage appropriateness:

Knowledge of typical development of children within the age span (it is important to remember that age spans are a guide therefore keep in mind individual appropriateness below) served by the programme provides a framework from which ECD providers prepare the learning environment and plan appropriate experiences. Other guides / frameworks which ECD providers must find useful are milestone checklists and NELDS.

If the child has a noticeable developmental delay and does not cope at the general level of achievement of the group, the practitioner should keep going backwards until things are found that the child can do. This will show the child's **developmental age / ability.** The child's chronological age may be older than his developmental age. (In other words, a four year old may have the developmental age (ability) of a child who is three years old.) E.g. cutting with scissors is an age-appropriate activity for most 4-year-olds. However, Thabo, who is five, has a lot of difficulty with

3 Furnishings & Equipment Guidelines for Licensed Child Care Facilities (http://www.hlth.gov.bc.ca/ccf)

scissors. Six-year-old Lillian, who has cerebral palsy, can use scissors with the help of special grips. Meanwhile, Jasmine, who is three, cuts with ease. What practitioners must remember is that the developmental age tells them about the child's level of ability. This is what he or she can do. The practitioner should use what the child can do as a guide when they plan their lessons and therefore build in successful experiences for everyone (Lloyd, 2014).

So in order to plan activities for young children it is important to understand the processes involved in their development[4] but also to remember that each child is a unique person.

Individual appropriateness:

Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. All children learn how to behave with other people when they play and children experiencing a disability are no different. A child with special needs/ barriers to learning is more like other children than different. Able-bodied children are naturally curious. Disabled children don't always show this curiosity. This doesn't mean they don't want to play. It does mean they need more *encouragement* and support to get involved (Lloyd, 2014).

Children with physical disabilities usually experience real limitations to play, and their play has been described as more solitary, and the amount of time spent in play is less frequent (Lloyd, 2014). Children with disabilities have been noted to develop a sense of helplessness and incompetence as a result of their inability to control and communicate with the environment. Mastery motivation, a drive to have successful interactions with the physical and social world, is not developed as the child learns that s/he cannot rather than that s/he can do. Such learned helplessness may lead to indifference and apathy in children as young as two years of age (Mistrett et al, 2000 cited in Lloyd, 2014) so disability can lead to a mismatch between a child's innate drive to play and a child's ability to play (Lloyd, 2014).

Both the curriculum and adults' interactions with children should therefore be **responsive** to individual differences and the quality versus the performance of specific play activities should be emphasised. It is important to note that the emphasis is on **responsive** i.e. the child should initiate interactions and then the adult (practitioner) can build on what is happening. This is the same for adapting toys. Instead of thinking that the adaptation of the toy is lessening the challenge for the child, we as play partners (adults / practitioners) are rather allowing the child access to the toy. It should be remembered that play is as unique as each child so adaptations need to be individualized as well (National Lekotek Centre, 2008 cited in Lloyd, 2014).

So as a play partner (adult / practitioner) you decide what activities are appropriate, adapt the toy and then begin to carry out the activity. Before beginning this last act of beginning to interact with the child (remember it should be responsive-readily reacting to suggestions, influences, appeals, or efforts to the child), it is important to decide how many times an activity for the child with barriers to learning will be modelled before giving him/ her a chance to imitate it or reply.

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4 A course in child development is highly recommended to help ECD providers understand children's development. This also indicates that supplying resources to ECD centres without the very least training in these resources usually results in resources not being used appropriately or at all.

It is very important that the child be given time to respond and participate in the activity. Practitioners should remember that each child requires an amount of time to be taught before he had to give responses. Without going through the process of teaching of him / her first, both child and practitioner can become frustrated and lose interest in the activity as he/ she may be unable or know how to respond immediately (Lloyd, 2014).

Other important information for practitioners (Lloyd, 2014):

- Children need to learn about how other people feel. Why? – To make friends and co-operate with others. How? Through the practitioner calming conflicts and explaining things that happen during play.
- Children need to take turns and learn that others also have needs
- Ignorance can cause prejudice. Prejudiced beliefs are learned very early in life, and can start in the home. Children need to learn to respect differences.
- Remember, children with barriers to learning are children first, with the same needs for love, attention, food, shelter etc. They may need special help, but they also need plenty of chances to play, make choices and mix with others. Like all children they will have special interests and talents e.g. in music, reading and drawing which must be encouraged and supported.
- Safety of the environment is very important. Make sure gates and fences are secure and strong. Some children with barriers to learning do not understand boundaries are there for their safety and try to run away.
- Be a role model for safe practice – the children will copy you
- Check equipment, furniture, toys regularly
- Make sure the child feels relaxed and important
- Match activities and toys to the child's actual level of development, not the level expected for his/her age.
- Encourage a child with a disability to pick up a toy and examine it. Show the child what you would like him to do. It may be necessary to do this slowly and carefully several times. Give enough time for the child to respond, encouraging him to copy them. This 'wait time' is very important when working with children with disabilities.
- Offer toys which guarantee 'success' when played with e.g. a ball, bricks etc., not posting shapes. Disabled children in particular lose interest and become frustrated when they cannot succeed. Place a toy in the hands of children with visual impairment or cerebral palsy. Move their fingers over it so that they can understand its shape and function.
- Push-and–pull toys, tricycles, climbing frames, rope ladders and swings promote muscle tone, coordination and balance.
- Dressing up – keep crutches or a wheelchair as well as other things like clothes, hats etc. This gives opportunities for able-bodied children to learn about other people:
- Allow children to progress at their own pace. Strengthen achievement at one level before suggesting something more difficult.
- Always be positive in outlook, encourage and praise. Show that play is fun! Never show disappointment or worry at any possible lack of progress.

Specific points have been suggested by Lloyd (2014):

FOR CHILDREN WITH MOVEMENT (MOBILITY) DIFFICULTIES

- Make sure there is plenty of space for wheelchairs and for children to crawl, ride and slide around in safety.
- Doors need to be wide enough for easy use with wheel chairs.
- Special, sensitive plans should be made for toileting requirements and ensuring the child's privacy and dignity. If possible, a rail next to the toilet can be very helpful.
- Ensure there is privacy and respect for children having to use nappies.
- Suitable seating should be easily available.
- Include some soft play areas, bean bags or soft mattresses to help crawling, jumping and rolling.
- Sloping foam or canvas wedges support a child lying flat, allowing floor play with free arms.
- Sand and water trays with removable legs allow children to lie on sloped foam wedges (bean bag can also be used) around the trays and enjoy the tactile stimulation of the sand and water.
- A bean bag can also be used in this way to support a child in floor play.
- Put sand bags into prams and other pushing toys to help children to balance and to walk.
- Put straps on to the pedals and the seat of a tricycle to help children stay in place
- Velcro: Attach strips of both halves of Velcro onto building blocks to make them stick together and easier to build than conventional blocks. Use Velcro to make wrist and ankle bands on children and then attach small toys to the bands. Attach Velcro to the palm of a glove or old sock for easier grasping. Put Velcro on each square of a board game and on the board itself
- Use baking trays with a lip or hula hoops to keep toys/cars in one place for the child.
- Use anti-skid rubber mats (can be bought at the supermarket) underneath puzzles, board games etc to stop them being knocked off the desk.
- Make parts of toys bigger so they are easier to grasp and handle e.g.
- Screw dowel rods onto puzzle pieces for a larger handle.
- Use fish tank plastic tubing instead of shoelaces for lacing.
- Wind masking tape or attach foam hair curlers to handles (xylophone sticks, spoons, crayons).
- Shape sorters: Use plastic containers, adapting the shape sorter boxes by changing the lids to make it easier to fit shapes into the holes (or use without a lid for simple in/out activities).
- Use standing frames for children who can't stand alone. During normal development, children stand before they can walk and this helps to develop the muscles and joints in their legs and hips. Many children with physical disabilities are unable to support their own weight through their legs independently. So physiotherapists may use supportive standing frames to put disabled children of a similar age into weight bearing positions. Standing is therefore often recommended as early as possible for children, to ensure they meet developmental milestones and keep performing as many activities as their peers. See scanned diagrams in the making resources section.

FOR CHILDREN WITH VISUAL IMPAIRMENT

- Lay out equipment in a familiar pattern each day to encourage independence and confidence
- Provide plenty of light
- Make sure there is no untidiness to prevent accidents.
- Brightly coloured arrows can lead to areas like the toilet and outside. Use bright 'Day-Glo' strips on the edge of steps, as well as on the climbing frame
- 'Feelie' bags and boards help to develop muscle tone and flexible hands – necessary for using a Braille machine.
- Provide large print names, signs and symbols; magnifiers to make playing with others easier.
- Make items bigger so they are easier to see. (Use ideas from section above)
- If you can, make colour copy enlargements of lotto games or memory game pieces.
- Remove Distractions: Simplify backgrounds: Place a light-coloured toy on a dark cloth or towel and a dark-coloured toy on a light cloth or towel to highlight the toy and help the child to focus.
- For shape recognition activities, have objects that are all the same colour.
- Introduce only one concept at a time (e.g. colours, numbers, and shapes).
- Water play offers many opportunities to find and feel floating toys/balls. The child experiences the way the water feels when moved and splashed. Spreading shaving soap on the sides of the 'pool'/bath adds to the tactile sensations that can be experienced.

FOR CHILDREN WITH HEARING IMPAIRMENT

- Make and practice a system for recognising an alarm for fire
- Use gestures or signs at the same time as speaking.
- Use play to help these children to learn language and to communicate with a signing system.
- Make sure that there are lots of signs, pictures and symbols for use by the child to make it easier to communicate during play.

B. USING THE GUIDELINES

How Are The Guidelines Organized?

The guidelines for recommended resources outlined on pages 6 to 12 of this booklet are organized into nine sections.

The first section deals with resources that every partial care facility (ECD) must have in order to provide safe, sanitary and well-organized routine care for children of all ages and this is followed by seven sections; each dealing with one of the key activities contained in a daily programme — creative activities, building activities, make believe play, educational toys, games and puzzles, children's books and print materials, musical activities and outside play equipment.

At the beginning of each of these sections, a brief explanation of the activities is given together with the primary developmental areas that are stimulated. The different types of resources are then shown and specific age groups that these types of resources are most suitable highlighted. Please note that some materials are shown as suitable for more than one age group.

Each example is marked with a ● if it is a basic resource, a ☆ if it is also a resource that can be used with children with special needs or a * if this is optional. It is not necessary to have every item on the list, but it is required that programmes have enough of each kind of resource to support the implementation of these types of activities i.e. daily programme and thus each area of children's development.

How Much Equipment is Enough?

In order to support development, the ECD provider is responsible for making sure there are enough resources so that:

- a child is able to complete a fair-sized project;
- several children are able to work together or work at parallel activities without running out of equipment or supplies; and
- some can be rotated in order to create variety.

The checklists provided are usually adequate for 25 children.

C. RESOURCE GUIDELINES

Routine Care

All types of partial care facilities should have basic furnishings and equipment to support a variety of routine care activities such as food preparation, cleaning and paperwork. Different types of programmes may vary somewhat in their specific needs. For example, preschools without babies may not require cots but instead mattresses or blankets for sleeping. However, most of the resources on the list which follows are needed to ensure that programs are safe, sanitary, and well organized.

Office

While the partial care facility may not have a separate office[5], it is important to have a secure place to keep information, to meet with parents, and to make phone calls.

Desk or table & chair	*
Filing cabinet or other lockable space for files	●
Telephone/telephone index	●
First aid kit	●
Notice board for parent information	*

Maintenance

Vacuum cleaner	*
Mop and pail	●
Broom and dustpan	●
Cleaning supplies	●

5 Only required if there are 60 or more children

Toilet

Sink / tippy tap / bowl of water for each child	●
Soap	●
Paper towels or individual towels for each child	●
Toilets or potties	●
Toilet paper	●
Change table or change mats, as needed	*
Container for soiled diapers as needed	*
Sturdy step-stool(s) to allow children to reach the sink, toilet etc.	*

The doorway to the toilet needs to be wide enough to allow a wheelchair to pass through and the toilet big enough to allow the wheelchair to turn around. (Otherwise the child has to be carried in or the wheel chair reversed in.)

Kitchen[6]

Cutlery, unbreakable plates, bowls, cups, glasses - sufficient for each child and staff member, and adapted as needed	●
Refrigerator, if necessary for food safety	*
Receptacle for waste	●
Sink or bowl for washing	●
Stove or hotplate	*
Liquid soap	●
Paper towel dispenser	●

6 Only separate kitchen required if cooking for children

General Furnishings

For each child, a cot or foam mattress not less than 7.5 cm in thickness, with waterproof cover; or, for each infant, a crib or cot	●
Window coverings in areas where children nap	●
Child size chairs, one for each child	*
Child size tables (Modular tables will allow for flexibility. Tables may need to be adapted with rims, or made accessible for wheelchairs)	*
Additional chairs for staff, parents, and volunteers to sit at tables with children	●

Storage

Storage which is well organized and accessible is important for the smooth functioning of any child care program.

Cubby or other private storage area for each child (e.g. individual)	●
Open shelves for storage of toys and play materials	*
Closed cupboards for storage of additional equipment	*
Lockable cupboard or box for medications	●
Lockable cupboard or closet for personal belongings of staff	*
Containers for toy storage	●
Cupboards for use in activity areas and as dividers between activity areas.	*

The following key is used in the next activity sections to guide the selection of resources:

- ● Basic
- * Optional
- ☆ Special needs
- **[i]** Primarily appropriate for infants (birth – 1 year)
- **[t]** Primarily appropriate for toddlers (1 – 2 years)
- **[t+]** Appropriate for toddlers and older children (3 – 5 years)

Creative Activities

Basic creative activities include tearing, cutting, pasting, and painting, modelling and drawing. These activities are to help children to develop their small muscle skills and eye-hand co-ordination as well as visual and creative development in preparation for writing and develop creativity. The resources can also be useful to ECD Practitioners wanting to make their own resources. It is important that art supplies are plentiful and varied. Make sure that you have markers, crayons, play dough, and paint in diverse "people" colours. **It is important to have enough art supplies for several children to use at one time.**

Powder paint in 4kg quantities in the following colours: blue, red, yellow and green. Brown or black paint is also important to encourage children to paint pictures of themselves i.e. colour of their skin.	●	[t] [t+]
Paint brushes wooden number 8. Other sizes can also be purchased however this size is most applicable to the pre-school age child. Finer brushes can be bought for older children and larger brushes for children with special needs. Sponges can also be used for painting if easier to hold.	● ☆	[t] [t+]
Tools for dough play such as rolling pins, cookie cutters and dough cutting wheels. Play dough can be made in a variety of colours and stored in plastic.	● ☆	[t] [t+]
Wax crayons large / jumbo for drawing. Medium crayons can also be used with older children and larger for younger children and children with special needs.	● ☆	[t] [t+]
Scissors both left and right handed pairs for cutting. Safety scissors for children with special needs.	● ☆	[t] [t+]
Glue 5 litres for pasting.	●	[t] [t+]

Building Activities

Building activities include creative construction with large wooden blocks, boxes of different sizes and shapes as well as other special construction toys. These activities help children to:-

- Develop their small and large muscle skills and eye-hand co-ordination
- Explore concepts of space, shape, size, number, weight and balance.
- Encourage children to be creative and solve problems.
- Learn to play co-operatively with others.
- Explore the world and communicate through make-believe in the building area.

Wooden block set (70 pieces)	● ☆	[t] [t+]
Plastic blocks in container (jumbo and small blocks)	● ☆	[t] [t+]
Monster build	*	[t+]
Dizzy discs (250 pieces)	*	[t+]
Nut and bolt construction set 5L	*	[[t+]
Interstar stickablox	*	[t] [t+]
LEGO	*	[t] [t+]
Magnetic construction	* ☆	[t] [t+]
Sound blocks	* ☆	[i] [t]

Make Believe Play

Make believe play allows children a space to play games such as ‘house’, ‘shop’ and clinic. Many of these resources can be collected e.g. old clothes, glasses, walking sticks etc. and furniture can be made but supplying a few items helps ECD practitioners to make a start at developing this area. If possible, inclusion of crutches and similar equipment for children with disability can encourage empathy when the children discover what it is like coping with a disability.

Make believe is encouraged to:-

- Help children develop socially by learning to play together.
- Learn about what people do when they pretend to a nurse, doctor etc.
- Help children to express their feelings.

Play food including plastic vegetables and fruit	● ☆	[t] [t+]
Cups, saucers, tea set, pots and pans, plate and cutlery	● ☆	[t] [t+]
Town or Farm carpet	● ☆	[t] [t+]
Cars – Push and pull	● ☆	[i] [t] [t+]
Farm or wild animals	● ☆	[t] [t+]
Dolls – boy and girl	● ☆	[i] [t] [t+]
Puppets	● ☆	[t] [t+]
Mirror	● ☆	[i] [t] [t+]

Educational Toys and Games

Educational toys and games (sometimes known as concept toys) include stacking and nesting toys, matching and sorting toys, patterning toys and puzzles (matching shapes and fitting pieces together to make a picture). These educational toys, games and puzzles are used to develop: - small muscle skills, eye and hand co-ordination, concepts of shape, colour, size, number, weight, balance and making patterns and develop creativity and problem solving. Games and puzzles help children develop skills for remembering, sorting, predicting and reasoning as well as classifying, ordering, sequencing, determining direction and develop visual perception and recognition of objects as well as an understanding of spatial relationships.

Puzzles - simple 2-8 piece puzzles: wooden inlay with pegs, varied materials. Jumbo knobs for toddlers and special needs.	● ☆	[t]
Puzzles – sound puzzles	● ☆	[t]
Puzzles - 5+ pieces puzzles: wooden form, wooden inlay, multi-textured, cardboard, rubber and sequence	●	[t+]
Large foam dice with shapes and numbers	● ☆	[t] [t+]
Tortie game (develops basic numeracy)	*	[t] [t+]
Dominoes - picture	●	[t]
Pegboard and pegs – larger pegs for smaller children and children with special needs. Mega peg and play has different shapes.	● ☆	[t][t+]
Matching games (including idea of same, different and sequencing)	●	[t+]
Shape, colour and size game	●	[t+]
Trickey fingers	*	[t+]
Stacking cups	● ☆	[i] [t][t+]
Shape bucket	● ☆	[i][t][t+]
Hammer bench	● ☆	[i] [t]
Beads/ shapes and threading laces	●	[t+]
Basic skill board	* ☆	[t][t+]
Latches board	* ☆	[t][t+]
Bead maze	* ☆	[t][t+]

Children's Books and Print Materials

Children's books prepare children for learning to read and write, develop language, listening, memory and concentration skills and to learn more about themselves and the world in which they live. Books should be in the children's home language when possible and be a mixture of the world they experience and new 'experiences'. Stories however need not be restricted to the books one buys but books can be made by ECD Practitioners. Stories can also be told using puppets, felt board and theme sets. Posters are also a valuable resource and they allow ECD Practitioner's to talk to children about different 'things'. A bag to store and display books helps to keep books and allow children to see and choose the books they would like to 'read'.

12 books in children's home language - sturdy board picture books in different sizes, multi-textured books, and fabric books for younger children and more detailed books for older children.	● ☆	[i] [t][t+]
Variety of theme posters	● ☆	[i] [t][t+]
Weather chart	● ☆	[i] [t][t+]
Birthday chart	● ☆	[i] [t][t+]
Felt board and figures	*	[t+]
Puppets	● ☆	[i] [t][t+]

Musical Activities

Music activities allow children to express themselves and at the same to learn new words and the meanings of these words. Musical instruments can be made from tins, stones, seed pods etc. but a set of musical instruments can also be purchased. Many children with disabilities are often lonely with little control over their lives:

- Allow them to build confidence by 'leading' the group; by choosing different instruments; by learning to take turns
- Allow them to express emotions with the instruments in a safe, accepting environment
- They also learn more about interacting with others through playing with musical instruments.

Outside Play Equipment

Large Equipment for outside play is usually expensive but with community support can be constructed quite simply. Due to the expense small equipment is usually supplied that encourages a number of different movements. Opportunities for the climbing, crawling, pushing, pulling, balancing, running, jumping, punching, kicking and catching should be facilitated. Water and sand play should also be set up for experimenting with sand and water with a variety of containers.

Physical development includes development of the large and small muscles. In order to develop large muscle coordination and balance, children need to use their legs, arms and back muscles in activities such as crawling, climbing, throwing and catching. Small muscles are developed through activities which require finer coordination, for example, grasping sand and water play equipment (smaller items).

Children of all ages benefit from playing both indoors and outdoors each day. Outdoor play should not be limited to large motor activities. Expand outdoor activities to include dramatic play, sand and water, art and games. Include "loose parts" such as boxes, planks, and fabric pieces, which can be used to transform the outdoor play area.

Climbing equipment and swings help to develop coordination and balance, as well as strengthening leg, arm and back muscles. Some programmes which do not have extensive equipment are able to provide access to climbing equipment and swings through frequent visits to neighbourhood parks. Simple swings and climbing equipment can also be constructed by the community using tyres and other waste materials. Care should be taken that all equipment is free of sharp edges.

Wheeled equipment helps children develop leg and arm muscles and learn balance and coordination. Games equipment develops not only large muscles, but also cooperative social skills.

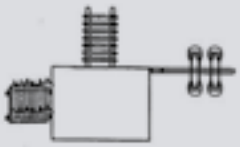
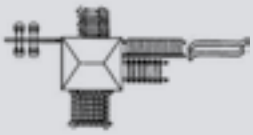
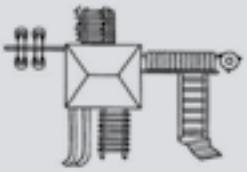
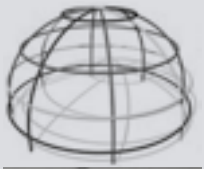
Plastic basin with stand for water or sand play	●	[t] [t+]
Spades, buckets, rakes, sand moulds and sieves for sand play	●	[t] [t+]
Balancing beam	*	[t+]
Pushing wheel	●	[t+]
Flip and catch	*	[t+]
Super stilts	*	[t+]
Soccer balls	● ☆	[t+]
Textured balls	● ☆	[i] [t]
Bean bags	●	[i] [t] [t+]
Tactile bean bags	● ☆	[i] [t]
Hoola hoops	●	[t+]
Skipping ropes	●	[t+]
Soft beach ball	● ☆	[i] [t]

☆ Children with disabilities can play in their own way with a soccer ball and a little bean bag is easy for them to hold. They can be propped on a big bean bag near the sand pit with their arms hanging over into the sand pit to play with the sand - this is inclusive and participatory play.

Although 'loose parts' for outside equipment is advocated for in the guidelines[7] the table below includes some of the options available and the approximate costs thereof.

The types of equipment which are indicated (www.kidshealth.com) as not safe for playgrounds are: animal figure swings, glider swings that hold more than one child at a time, swinging ropes that can fray, unravel, or form a noose, exercise rings (as used in gymnastics) and trapeze bars, monkey bars and trampolines. These items have been excluded from the comparison.

7 Furnishings & Equipment Guidelines for Licensed Child Care Facilities 2003 (http://www.hlth.gov.bc.ca/ccf)

DESCRIPTION	PHOTO	NO OF CHILDREN	COST[8]
Wood – 3.3 x 5.7 Platform, swings, ladder and pull u ladder		8 children	R 3913.00 (excluding delivery and installation)
Wood – 4.2 x 4.2 Platform, Roof, 2 seater swings, fibreglass slide and ladder		10 children	R6356.00 (excluding delivery and installation)
Wood – 4.8 x 8.7 Platform, 2 seater swing, fibreglass slide, ladder, pull-u ladder, bridge, roof, combo net		15 children	R9508 (excluding delivery and installation)
Wood – 5.7 x 6.9 Platform and roof, 2 seater swings, fibreglass slide, ladder, pull-u-ladder, bridge, rope ladder, tyre climber		20 children	R11176.00 (excluding delivery and installation)
Beehive hut climber / clamber frame	 	8 children	R2600 - R3118.00
Tunnel balancer		6 children	R6464.00

8 Prices given as guideline – will depend on supplier.

Drum Tunnel		8 children	R2200.00
Single swing set		1 child	R1725.00
Tower swing set – shade cloth roof, ladder, net, fireman's pole, suspended steel drum with steering wheel, 2 seater tyre swing, fibreglass slide		10 children	R7700.00
Midi play gym		6 children	R7300
Boxing bag		1 child	R440

Sandpit:

The specifications for sandpits[9] recommend that sandpits be 12-15 square metres and is constructed in the following way: Dig sandpit area up to 600mm deep. Edge the sides with 'treated' posts, marine ply, bricks or blocks. Build edge up to 200 mm above ground – total depth of pit is now 800 mm. Line bottom with 150-300 mm gravel and cover with shade cloth / weed cloth (R124) so children cannot dig up scoria. Add 500 mm sand - fine grain sand is recommended. A 10 square metre sandpit will require 250 bags of sand at a cost of about R45 a bag (R11 250). Sand can also be mixed with salt periodically to keep it hygienic for children.

9 ECD and Hutt Valley District Health Board

D. USING SPACE EFFECTIVELY

"The aim of the child care environment is to encourage the child to explore freely and safely, choosing independently from a variety of activities. According to Jim Greenman (1988, p. 55), "the play environment should be developed as a wonderful, interesting place that continually captures a child's attention and is laid out to ensure individual and small group experiences, without the continual presence of many watchful adults." Creating this environment requires careful arrangement of activity centres, including clearly defined physical and visual barriers such as shelving, furniture or floor markings.

When thinking about how to arrange equipment and furniture, consider the types of activities which go well together. Active, noisy play should happen away from quiet, reflective types of activity. Wet, messy play activities need to be grouped around a sink, on a linoleum or tiled area. Pathways linking the areas need to be well marked.

In all cases, accessibility is a key factor. The equipment and materials need to be clearly visible and accessible without adult help. Extra consideration may be required for children with support needs. Are storage areas clearly labelled for a visually-impaired child who is part of the program? Can a child in a wheelchair get into an area easily and access the materials? When care providers arrange the environment so that children with disabilities can be easily included, they convey a strong message: all children can play together and have fun.

The ages of the children in the program will dictate some of the ways in which space is organized. Infants need a clearly defined space where they can move and play without running the risk of being stepped on or pushed by older children."

Rotating sets of toys and equipment avoids crowding and overstimulation. The rotation principle ensures a degree of order (not overloading the available space) and a degree of surprise and enjoyment when unfamiliar equipment replaces the all-too-familiar.

The outdoor play area is often considered a world apart from the indoor space: a collection of large muscle equipment such as slides, swings, climbers, and wheeled toys. Outdoor space, however, can be arranged to include much more: art and dramatic play opportunities, access to sand and water, sites and materials for building, garden sites to dig and plant. "Loose parts" — pieces of lumber, crates, ropes, pipes, saw horses, foam mattresses, blankets, and dress-up materials — can transform a barren outdoor play space into a constantly changing laboratory for children. Outdoor play areas which provide a natural setting of grass, sand, dirt, water, and plants, as well as ***a variety of "loose parts" and expressive materials*** *are much more inclusive of all children, including children with special support needs, than play areas specializing only in fixed large muscle equipment. Outdoor settings are also stimulating places for infants, participating from the safety of a playpen or a blanket spread out on the grass.*[10]

10 Furnishings & Equipment Guidelines for Licensed Child Care Facilities 2003 (http://www.hlth.gov.bc.ca/ccf)

E. SMART CHOICES

When deciding on the best way to spend limited funds, here are some general questions to ask before buying a resource:

- Will it retain children's interest over time?
- Can it be used in a number of different ways, by different ages?
- Does it reflect diverse cultures, families, abilities and languages?
- Can it be used by children of all abilities?
- Is it sturdy, well-designed and built to last?
- Is it safe? Does it meet current safety standards?
- Is it easy to keep clean?
- Does it fit well with what I already have?
- Are there parents/friends/family members who might have what you want, and would be able to give or lend it to you? E.g. clothes for dress up
- Can you buy a "nearly new" version of the item by advertising in your community newspaper or checking out second hand stores?
- What about an "equipment swap"? Think of arranging a toy or book swap with friends, neighbours or other ECD providers.
- Can it be borrowed? Contact your local library or toy library.
- Make your own (or get a friend or parent to help). Items like musical instruments, puppets, games, felt board and figures, puppet theatres or playhouses built from appliance boxes can all be made with recycled materials and a little skill.
- Recycle. Parents and friends are usually delighted to collect supplies such as collage materials, dress-ups, and props.

Section G provides some ideas on how to make a number of useful resources including special supporting devices for children with special needs.

F. CHECKLISTS

Group Child Care Under 36 Months: Resources Checklist

To complete this form, check off all the items that apply, and write in **N/A** for those items not applicable.

Key: (i) - equipment primarily for infants (**t**) - equipment primarily for toddlers (☆) – special needs. All other resources listed are appropriate for both infants, toddlers and special needs.

	PHYSICAL DEVELOPMENT		COGNITIVE DEVELOPMENT
LARGE MOTOR/ SMALL MOTOR DEVELOPMENT			CURIOSITY/ REASONING/ PROBLEM SOLVING
	push/pull toys		water play equipment and accessories (t)
	soft, large balls		sand/ sensory materials and accessories (t) ☆
	manipulative toys: rattles, squeeze toys (i)		modelling materials (e.g. play dough) and accessories
	spools or large beads to thread (t)		materials for sorting, counting and measuring (t)
	puzzles: 2-8 piece, varied materials (t)		games, e.g. picture Lotto, dominoes (t)
	soft, washable and lightweight blocks		CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION
	construction toys: nesting/stacking toys, interlocking blocks		nesting/stacking toys
	large cardboard or plastic blocks (t) ☆		sets of safe objects e.g. farm animals
	bubble-blowing supplies		small, safe vehicles e.g. wooden cars
LANGUAGE DEVELOPMENT			toys in a variety of colours and shapes
	books and storytelling equipment: sturdy board picture books, multi-textured books, puppets; rocker, armchair or couch		visually attractive display: pictures, artwork, toys
	play telephones		CREATIVE EXPRESSION

	listening equipment: CD player, selection of music and songs from various cultures and genres (e.g. classical, rock, folk), selection of stories on CD		art equipment and supplies: paper, jumbo crayons, equipment and materials for painting, drawing, and colouring, cutting, gluing, collage (t)
EMOTIONAL DEVELOPMENT			music/dance equipment: music, rhythm, instruments, props, e.g. scarves
	POSITIVE/ ACCURATE SELF-CONCEPT		imaginative play equipment: dress-up clothes (multi-ethnic, occupational), puppets, props (t)
	picture/artwork display at children's level	SOCIAL DEVELOPMENT	
	books containing messages about feelings		WORKING COOPERATIVELY & INDEPENDENTLY
	EXPRESSING FEELINGS APPROPRIATELY		equipment and play props for group time, small group activity centres (t)
	soft toys, dolls		artwork, blocks, and construction equipment in adequate number for group play
	CULTURAL HERITAGE		climbing equipment designed with wide slides, platforms for more than one child (t)
	pictures, decorations, toys, music and stories from various cultures		PROMOTE BELONGING
			photographs of children/families
			books/pictures/toys promoting diverse families

Preschool: Resources Checklist

To complete this form, check off all the items that apply, and write in **N/A** for those items not applicable.

PHYSICAL DEVELOPMENT		COGNITIVE DEVELOPMENT	
LARGE MOTOR/ SMALL MOTOR DEVELOPMENT			CURIOSITY/ REASONING/ PROBLEM SOLVING
	climbing/swinging equipment (adapted if needed):climber, ladder, slide, climbing rope, boxes, planks, tires, balance beam, safety mats, swings, tunnels		water play equipment and accessories
	wheeled equipment and accessories: tricycles, riding toys, wagons		sand/ sensory materials and accessories
	games equipment: assorted balls, sets of games equipment, bean bags, skipping ropes, tumbling mats		modelling materials (e.g. play dough) and accessories

	manipulative toys: shape sorters, peg boards, stringing beads, sewing cards, things to fill and dump, trucks, boats, trains, animals, multi-ethnic people		materials for sorting, counting and measuring
	puzzles: wooden form, inlay, sequence		card and board games, memory games
	blocks: sets of medium/large sizes		CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION
	construction toys: nesting/stacking toys, interlocking blocks, accessories,		objects to sort and classify
LANGUAGE DEVELOPMENT			materials to string (various sizes, types)
	books and storytelling equipment: sturdy board picture books, multi-textured books, puppets; rocker, armchair or couch		visually stimulating display: pictures, artwork,
	listening equipment: CD player, selection of music and songs from various cultures and genres (e.g. classical, rock, folk), selection of stories on CD		shape sorters, stencils, tracing supplies
	play telephones		CREATIVE EXPRESSION
EMOTIONAL DEVELOPMENT			art equipment and supplies: paper, jumbo crayons, equipment and materials for painting, drawing, and colouring, cutting, gluing, collage
	POSITIVE/ ACCURATE SELF-CONCEPT		music/dance equipment: music, rhythm, instruments, props, e.g. scarves
	picture/artwork display at children's level		imaginative play equipment: dress-up clothes (multi-ethnic, occupational), puppets, props
	books containing messages about feelings	SOCIAL DEVELOPMENT	
	EXPRESSING FEELINGS APPROPRIATELY		WORKING COOPERATIVELY & INDEPENDENTLY
	soft toys, dolls		equipment and play props for group time, small group activity centres
	CULTURAL HERITAGE		artwork, blocks, and construction equipment in adequate number for group play
	pictures, decorations, toys, music and stories from various cultures		climbing equipment designed with wide slides, platforms for more than one child
			PROMOTE BELONGING
			photographs of children/families
			books/pictures/toys promoting diverse families

Preschool: Resources List Example

DESCRIPTION	QUANTITY
Health and Safety	
Basic First Aid Kit	1
Furniture	
Plastic Table	5
Plastic Chairs	20
Creative Activities	
Powder Paint 4kg (blue, red, yellow, green, brown)	10
Paint Brushes - Wooden No 8	12
Rolling pin	6
Cookie cutters set	2
Dough cutting wheel	6
Wax crayons - Jumbo	24
Scissors	12
School Glue 5L	1
Building Activities	
Wooden Block set - 70 pieces	1
Monster Builder	1
Plastic Blocks in container (Jumbo Blocks and Small Blocks)	1
Dizzy Discs 250 pieces	1
Nut & Bolt construction set 5 L	1
Make Believe Play	
Play food	1
Fruit Set	1
Vegetable set	1
Cups & Saucers	1
Milk, Sugar and Tea set	1
Pot & Pan set	1
Small Plate with cutlery for 4	1
Wooden Cars	4

Town Carpet (1.3 x 1.8m)	1
Baby Doll Boy	1
Baby Doll Girl	1
Farm Animals - Big	1
Educational Toys, Games and Puzzles	
Tortie	1
Animal Dominoes	1
Pegboard set for 4 (Pegboards, cards, pegs)	2
My first picture matching game	1
My first shape, size and colour game	1
Trickey Fingers	2
Join Up	1
Four Up	1
Quartet	1
Next Up	1
An match	1
Shape Bucket	2
Hammer Bench	2
Same Different	1
Shaped Beads in container	1
Brainy blocks	2
Extra pieces for brainy blocks	2
2 Piece matching - getting dressed for seasons	1
4 step sequencing -logical ordering	1
Threading shapes and laces in container - 8'S	1
Puzzle Kit with 20 Puzzles	1
Stacking Cups	2
Children's Books and Print Materials	
Books – suggested titles	
MMILA WA ZANZIBAR (SETSWANA)	1
ALBA (SETSWANA)	1

GIRAFFE'S KNOT SETSWANA PB	1
BUMPING BUFFALO SETSWANA	1
CROSS CROCODILE SETSWANA	1
ENORMOUS ELEPHANT SETSWANA	1
HANDSOME HOG SETSWANA	1
GREEDY ZEBRA SETSWANA PB	1
LAZY LION SETSWANA PB	1
GOAL! (SETSWANA)	1
LONG WALK TO FREEDOM:SETSWANA PB	1
LITTLE LUCKY LOLO (SETSWANA)	1
LETSATSI LA GA BONGANI PB (SETSWANA)	1
Reading corner bags	1
Posters – Suggested Themes	
My body	1
My family	1
Shapes	1
My feelings	1
Farm animals	1
Wild animals	1
Transport	1
Safety	1
Fruit	1
Vegetables	1
South Africa	1
Weather charts	1
Birthday chart	1
Set of puppets	1
Felt board and themes	1
Musical Activities	
Music Kit	1

Outside Play Equipment	
Balancing Beam	1
Pushing wheel	2
Flip & Catch	2
Super Stilts	2
Soccer Ball no 5	2
Bean Bags	4
Hoopla Hoop - Mini	2
Hoopla Hoop - Medium	2
Skipping rope - plastic	4
Outside Play Kit	1
(4 spade and bucket, sand mould set, 4 rakes, 4 sieve)	
Basin with stand - plastic	2
Special Needs Equipment	
Jumbo chalk	2
Safety scissors (set of 2)	2
Bead maze	1
Latches board	1
Basic skills board	1
Sound blocks	1
Sound Puzzles set of 2 Pets and Shapes	1
Ball set of 5 Balls	1
Tactile Texture Bean Bag set of 10	1
Mirror set	1
Jumbo Knob Puzzle set Farm and Train	1
Mega Peg & Play	1
Smartmax Magnetic set of 25	1
Big Block Builder	1

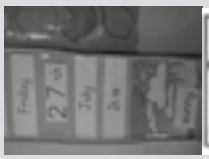
Preschool: Resources Pictures

Description	Quantity	Pictures
Building Activities		
Wooden Block set - 70 pieces	1	
Monster Builder	1	
Plastic Blocks in container (Jumbo Blocks and Small Blocks)	1	
Dizzy Discs 250 pieces	1	
Nut & Bolt construction set 5 L	1	
Make Believe Play		
Play food	1	
Fruit Set	1	
Vegetable set	1	

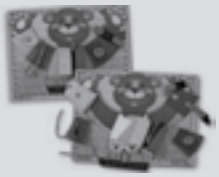
My first picture matching game	1	
My first shape, size and colour game	1	
Tricky Fingers	2	
Join Up	1	
Four Up	1	
Quartet	1	
Next Up	1	
Animatch	1	
Shape Bucket	2	
Hammer Bench	2	

Same Different	1	
Shaped Beads in container	1	
Brainy blocks	2	
Extra pieces for brainy blocks	2	
2 Piece matching - getting dressed for seasons	1	
4 step sequencing -logical ordering	1	
Threading shapes and laces in container - 8'S	1	
Puzzle Kit with 20 Puzzles	1	
Stacking Cups	2	
Children's Books and Print Materials		
Books – suggested titles		
MMILA WA ZANZIBAR (SETSWANA)	1	
ALBA (SETSWANA)	1	
GIRAFFE'S KNOT SETSWANA PB	1	
BUMPING BUFFALO SETSWANA	1	

CROSS CROCODILE SETSWANA	1	
ENORMOUS ELEPHANT SETSWANA	1	
HANDSOME HOG SETSWANA	1	
GREEDY ZEBRA SETSWANA PB	1	
LAZY LION SETSWANA PB	1	
GOAL! (SETSWANA)	1	
LONG WALK TO FREEDOM:SETSWANA PB	1	
LITTLE LUCKY LOLO (SETSWANA)	1	
LETSATSI LA GA BONGANI PB (SETSWANA)	1	
Reading corner bags	1	
Posters – Suggested Themes		
My body	1	
My family	1	
Shapes	1	
My feelings	1	
Farm animals	1	

Wild animals	1	
Transport	1	
Safety	1	
Fruit	1	
Vegetables	1	
South Africa	1	
Weather charts	1	
Birthday chart	1	
Set of puppets	1	
Felt board and themes	1	

Musical Activities		
Music Kit	1	
Outside Play Equipment		
Balancing Beam	1	
Pushing wheel	2	
Flip & Catch	2	
Super Stilts	2	
Soccer Ball no 5	2	
Bean Bags	4	
Hoola Hoop - Mini	2	
Hoola Hoop - Medium	2	
Skipping rope - plastic	4	
Outside Play Kit (4 spade and bucket, sand mould set, 4 rakes, 4 sieve)	1	
Basin with stand - plastic	2	

Special Needs Equipment		
Jumbo chalk	2	
Safety scissors (set of 2)	2	
Bead maze	1	
Latches board	1	
Basic skills board	1	
Sound blocks	1	
Sound Puzzles set of 2 Pets and Shapes	1	
Ball set of 5 Balls	1	

Tactile Texture Bean Bag set of 10	1	
Mirror set	1	
Jumbo Knob Puzzle set Farm and Train	1	
Mega Peg & Play	1	
Smartmax Magnetic set of 25	1	
Big Block Builder	1	

Preschool: Resources Quote Examples (2014)

ECD Centres - OPTION 1 -including furniture + special needs equipment				
Description	**Price**[11]			**Total**
First Aid Kit				
Basic Kit	R 350.00	Kit	1	R 350.00
Arts & Crafts				
Paint				
Powder Paint 4kg (blue, red, yellow,)	R 95.00	per colour	8	R 760.00
Paint Brushes - Wooden No 8	R 4.00	each	12	R 48.00
Dough Play				
Rolling pin	R 15.00	each	6	R 90.00
Cookie cutters set	R 14.00	set	2	R 28.00
Dough cutting wheel	R 16.00	each	6	R 96.00
Drawings				
Wax crayons – Jumbo	R 13.00	pack of 9	24	R 312.00
Jumbo chalk set colour white	R 30.00	each	1	R 30.00
Jumbo kokis	R 50.00	each	1	R 50.00
Glue and cutting				
Scissors (2 pairs left hand)	R 8.00	each	12	R 96.00
Safety scissors	R 20.00	each	2	R 40.00
School Glue 5L	R 169.00	each	1	R 169.00
Construction				
Smartmax magnetic set	R 680.00	each	1	R 680.00
Big block builder	R 180.00	each	1	R 180.00
Sound blocks	R 170.00	each	1	R 170.00
Monster builder	R 245.00	each	1	R 245.00
Wooden Block set in wooden crate - 70 pieces	R 550.00	each	1	R 550.00
Dizzy Discs 250 pieces	R 135.00	each	1	R 135.00
Nut & Bolt construction set 5 L	R 175.00	each	1	R 175.00
Fantasy Play				
Play food 15 piece	R 60.00	each	1	R 60.00
Fruit Set	R 65.00	basket	1	R 65.00

11 At time of printing

Vegetable set	R 65.00	basket	1	R 65.00
Cups & Saucers	R 40.00	set	1	R 40.00
Milk, Sugar and Tea set	R 35.00	set	1	R 35.00
Pot & Pan set	R 45.00	set	1	R 45.00
Small Plate with cutlery for 4	R 70.00	set	1	R 70.00
Wooden Car	R 30.00	each	4	R 120.00
Town Carpet (1.3 x 1.8m)	R 290.00	each	1	R 290.00
Baby Doll Boy	R 115.00	each	1	R 115.00
Baby Doll Girl	R 115.00	each	1	R 115.00
Mirror set	R 450.00	each	1	R 450.00
Farm Animals - Big	R 75.00	set of 6	1	R 75.00
Movement				
Balancing Beam	R 145.00	each	1	R 145.00
Pushing wheel	R 59.00	each	2	R 118.00
Flip & Catch	R 95.00	each	2	R 190.00
Super Stilts	R 115.00	set	2	R 230.00
Set of 5 balls - different textures and sizes	R 349.00	each	1	R 349.00
Soccer Ball no 5	R 49.00	each	2	R 98.00
Bean Bags	R 15.00	each	8	R 120.00
Textured bean bags - set of 10	R 250.00	each	1	R 250.00
Hoola Hoop	R 45.00	each	2	R 90.00
Hoola Hoop – Mini	R 35.00	each	2	R 70.00
Skipping rope – plastic	R 38.00	each	4	R 152.00
Outside Play				
Basin with stand – plastic	R 380.00	each	2	R 760.00
Outside Play Kit	R 470.00	kit	1	R 470.00
(4 heavy duty spade and bucket, sand mould set, 4 rakes, 4 sieve)				
Music				
Music Kit - Mini - 35 pieces	R 700.00	kit	1	R 700.00

Language				
Puzzles				
Sound puzzles	R 280.00	for 2	1	R 280.00
Jumbo knob puzzle	R 260.00	2	1	R 260.00
Puzzle Kit with 20 Puzzles (varied numbers of pieces)	R 860.00	kit	1	R 860.00
Books				
Reading corner bags	R 300.00		1	
12 Books in home language 3-5 year olds (panmacmillan)	R 850.00	kit	1	R 850.00
Hand puppet				
Family set of 5 puppets	R 145.00	set	1	R 145.00
Felt				
Felt Board A3	R 50.00	each	1	R 50.00
Felt Theme - My family	R 45.00	each	1	R 45.00
Posters				
My Body	R 35.00	each	1	R 35.00
My Family	R 35.00	each	1	R 35.00
Colours	R 35.00	each	1	R 35.00
Shapes	R 35.00	each	1	R 35.00
My Feelings	R 35.00	each	1	R 35.00
Farm Animals	R 35.00	each	1	R 35.00
Wild Animals	R 35.00	each	1	R 35.00
Transport	R 35.00	each	1	R 35.00
Alphabet	R 35.00	each	1	R 35.00
Numbers 1-10	R 35.00	each	1	R 35.00
Safety	R 35.00	each	1	R 35.00
Fruit	R 35.00	each	1	R 35.00
Vegetables	R 35.00	each	1	R 35.00
South Africa	R 35.00	each	1	R 35.00
Weather chart	R 220.00	each	1	R 220.00
Birthday chart	R 305.00	each	1	R 305.00

Educational Play / Fine Motor				
Tortie	R 45.00	each	1	R 45.00
Animal Dominoes	R 35.00	each	1	R 35.00
Pegboard set for 4 (Pegboards, cards, pegs)	R 220.00	set	2	R 440.00
Mega peg and play	R 165.00		1	R 165.00
My first picture matching game	R 85.00		1	R 85.00
My first shape, size and colours	R 85.00		1	R 85.00
Trickey fingers	R 60.00		1	R 60.00
Join up	R 55.00		1	R 55.00
Four up	R 55.00		1	R 55.00
Quartet	R 55.00		1	R 55.00
Next up	R 55.00		1	R 55.00
Animatch	R 75.00		1	R 75.00
Hammer bench	R 64.00		1	R 64.00
Stacking Cups	R 42.00	each	2	R 84.00
Shape Bucket	R 65.00	each	2	R 130.00
Same Different	R 59.00	each	1	R 59.00
Shaped Beads in container	R 75.00	set	1	R 75.00
Brainy blocks	R 46.00	set	2	R 92.00
Extra pieces for brainy blocks	R 17.00	set	4	R 68.00
2 Piece matching - getting dressed for seasons	R 50.00	each	1	R 50.00
4 step sequencing -logical ordering	R 50.00	each	1	R 50.00
Bead maze	R 450.00	each	1	R 450.00
Latches board	R 300.00		1	R 300.00
Basic skill board	R 270.00		1	R 270.00
Threading shapes and laces in container - 8'S	R 95.00	set	1	R 95.00
Furniture				
Mattresses	R 185.00	each	20	R 3 700.00
Plastic Table	R 325.00	each	6	R 1 950.00
Plastic Chair	R 95.00	each	20	R 1 900.00
Total per centre				**R 23 543.00**

ECD Centres - OPTION 2 -including furniture				
Description	**Price**			**Total**
First Aid Kit				
Basic Kit	R 350.00	Kit	1	R 350.00
Arts & Crafts				
Paint				
Powder Paint 4kg (blue, red, yellow,)	R 95.00	per colour	8	R 760.00
Paint Brushes - Wooden No 8	R 4.00	each	12	R 48.00
Dough Play				
Rolling pin	R 15.00	each	6	R 90.00
Cookie cutters set	R 14.00	set	2	R 28.00
Dough cutting wheel	R 16.00	each	6	R 96.00
Drawings				
Wax crayons – Jumbo	R 13.00	pack of 9	24	R 312.00
Jumbo chalk set colour white	R 30.00	each	1	R 30.00
Jumbo kokis	R 50.00	each	1	R 50.00
Glue and cutting				
Scissors (2 pairs left hand)	R 8.00	each	12	R 96.00
School Glue 5L	R 169.00	each	1	R 169.00
Construction				
Monster builder	R 245.00	each	1	R 245.00
Wooden Block set in wooden crate - 70 pieces	R 550.00	each	1	R 550.00
Dizzy Discs 250 pieces	R 135.00	each	1	R 135.00
Nut & Bolt construction set 5 L	R 175.00	each	1	R 175.00
Fantasy Play				
Play food 15 piece	R 60.00	each	1	R 60.00
Fruit Set	R 65.00	basket	1	R 65.00
Vegetable set	R 65.00	basket	1	R 65.00
Cups & Saucers	R 40.00	set	1	R 40.00
Milk, Sugar and Tea set	R 35.00	set	1	R 35.00
Pot & Pan set	R 45.00	set	1	R 45.00

Small Plate with cutlery for 4	R 70.00	set	1	R 70.00
Wooden Car	R 30.00	each	4	R 120.00
Town Carpet (1.3 x 1.8m)	R 290.00	each	1	R 290.00
Baby Doll Boy	R 115.00	each	1	R 115.00
Baby Doll Girl	R 115.00	each	1	R 115.00
Farm Animals - Big	R 75.00	set of 6	1	R 75.00
Movement				
Balancing Beam	R 145.00	each	1	R 145.00
Pushing wheel	R 59.00	each	2	R 118.00
Flip & Catch	R 95.00	each	2	R 190.00
Super Stilts	R 115.00	set	2	R 230.00
Soccer Ball no 5	R 49.00	each	2	R 98.00
Bean Bags	R 15.00	each	8	R 120.00
Hoola Hoop	R 45.00	each	2	R 90.00
Hoola Hoop – Mini	R 35.00	each	2	R 70.00
Skipping rope – plastic	R 38.00	each	4	R 152.00
Outside Play				
Basin with stand – plastic	R 380.00	each	2	R 760.00
Outside Play Kit	R 470.00	kit	1	R 470.00
(4 heavy duty spade and bucket, sand mould set, 4 rakes, 4 sieve)				
Music				
Music Kit - Mini - 35 pieces	R 700.00	kit	1	R 700.00
Language				
Puzzles				
Puzzle Kit with 20 Puzzles (varied numbers of pieces)	R 860.00	kit	1	R 860.00
Books				
Reading corner bags	R 300.00		1	
12 Books in home language 3-5 year olds (panmacmillan)	R 850.00	kit	1	R 850.00
Hand puppet				
Family set of 5 puppets	R 145.00	set	1	R 145.00

Felt				
Felt Board A3	R 50.00	each	1	R 50.00
Felt Theme - My family	R 45.00	each	1	R 45.00
Posters				
My Body	R 35.00	each	1	R 35.00
My Family	R 35.00	each	1	R 35.00
Colours	R 35.00	each	1	R 35.00
Shapes	R 35.00	each	1	R 35.00
My Feelings	R 35.00	each	1	R 35.00
Farm Animals	R 35.00	each	1	R 35.00
Wild Animals	R 35.00	each	1	R 35.00
Transport	R 35.00	each	1	R 35.00
Alphabet	R 35.00	each	1	R 35.00
Numbers 1-10	R 35.00	each	1	R 35.00
Safety	R 35.00	each	1	R 35.00
Fruit	R 35.00	each	1	R 35.00
Vegetables	R 35.00	each	1	R 35.00
South Africa	R 35.00	each	1	R 35.00
Weather chart	R 220.00	each	1	R 220.00
Birthday chart	R 305.00	each	1	R 305.00
Educational Play / Fine Motor				
Tortie	R 45.00	each	1	R 45.00
Animal Dominoes	R 35.00	each	1	R 35.00
Pegboard set for 4 (Pegboards, cards, pegs)	R 220.00	set	2	R 440.00
Mega peg and play	R 165.00		1	R 165.00
My first picture matching game	R 85.00		1	R 85.00
My first shape, size and colours	R 85.00		1	R 85.00
Trickey fingers	R 60.00		1	R 60.00
Join up	R 55.00		1	R 55.00
Four up	R 55.00		1	R 55.00
Quartet	R 55.00		1	R 55.00
Next up	R 55.00		1	R 55.00

Animatch	R 75.00		1	R 75.00
Hammer bench	R 64.00		1	R 64.00
Stacking Cups	R 42.00	each	2	R 84.00
Shape Bucket	R 65.00	each	2	R 130.00
Same Different	R 59.00	each	1	R 59.00
Shaped Beads in container	R 75.00	set	1	R 75.00
Brainy blocks	R 46.00	set	2	R 92.00
Extra pieces for brainy blocks	R 17.00	set	4	R 68.00
2 Piece matching - getting dressed for seasons	R 50.00	each	1	R 50.00
4 step sequencing -logical ordering	R 50.00	each	1	R 50.00
Threading shapes and laces in container - 8'S	R 95.00	set	1	R 95.00
Furniture				
Mattresses	R 185.00	each	20	R 3 700.00
Plastic Table	R 325.00	each	6	R 1 950.00
Plastic Chair	R 95.00	each	20	R 1 900.00
Total per centre				**R 19 864.00**

ECD Centres - OPTION 3 -resources only				
Description	**Price**			**Total**
First Aid Kit				
Basic Kit	R 350.00	Kit	1	R 350.00
Arts & Crafts				
Paint				
Powder Paint 4kg (blue, red, yellow,)	R 95.00	per colour	8	R 760.00
Paint Brushes - Wooden No 8	R 4.00	each	12	R 48.00
Dough Play				
Rolling pin	R 15.00	each	6	R 90.00
Cookie cutters set	R 14.00	set	2	R 28.00
Dough cutting wheel	R 16.00	each	6	R 96.00
Drawings				
Wax crayons – Jumbo	R 13.00	pack of 9	24	R 312.00

Jumbo chalk set colour white	R 30.00	each	1	R 30.00
Jumbo kokis	R 50.00	each	1	R 50.00
Glue and cutting				
Scissors (2 pairs left hand)	R 8.00	each	12	R 96.00
School Glue 5L	R 169.00	each	1	R 169.00
Construction				
Monster builder	R 245.00	each	1	R 245.00
Wooden Block set in wooden crate - 70 pieces	R 550.00	each	1	R 550.00
Dizzy Discs 250 pieces	R 135.00	each	1	R 135.00
Nut & Bolt construction set 5 L	R 175.00	each	1	R 175.00
Fantasy Play				
Play food 15 piece	R 60.00	each	1	R 60.00
Fruit Set	R 65.00	basket	1	R 65.00
Vegetable set	R 65.00	basket	1	R 65.00
Cups & Saucers	R 40.00	set	1	R 40.00
Milk, Sugar and Tea set	R 35.00	set	1	R 35.00
Pot & Pan set	R 45.00	set	1	R 45.00
Small Plate with cutlery for 4	R 70.00	set	1	R 70.00
Wooden Car	R 30.00	each	4	R 120.00
Town Carpet (1.3 x 1.8m)	R 290.00	each	1	R 290.00
Baby Doll Boy	R 115.00	each	1	R 115.00
Baby Doll Girl	R 115.00	each	1	R 115.00
Farm Animals - Big	R 75.00	set of 6	1	R 75.00
Movement				
Balancing Beam	R 145.00	each	1	R 145.00
Pushing wheel	R 59.00	each	2	R 118.00
Flip & Catch	R 95.00	each	2	R 190.00
Super Stilts	R 115.00	set	2	R 230.00
Soccer Ball no 5	R 49.00	each	2	R 98.00
Bean Bags	R 15.00	each	8	R 120.00
Hoola Hoop	R 45.00	each	2	R 90.00
Hoola Hoop – Mini	R 35.00	each	2	R 70.00

Skipping rope – plastic	R 38.00	each	4	R 152.00
Outside Play				
Basin with stand – plastic	R 380.00	each	2	R 760.00
Outside Play Kit	R 470.00	kit	1	R 470.00
(4 heavy duty spade and bucket, sand mould set, 4 rakes, 4 sieve)				
Music				
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Language				
Puzzles				
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Books				
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Colours	R 35.00	each	1	R 35.00
Shapes	R 35.00	each	1	R 35.00
My Feelings	R 35.00	each	1	R 35.00
Farm Animals	R 35.00	each	1	R 35.00
Wild Animals	R 35.00	each	1	R 35.00
Transport	R 35.00	each	1	R 35.00
Alphabet	R 35.00	each	1	R 35.00
Numbers 1-10	R 35.00	each	1	R 35.00
Safety	R 35.00	each	1	R 35.00

Fruit	R 35.00	each	1	R 35.00
Vegetables	R 35.00	each	1	R 35.00
South Africa	R 35.00	each	1	R 35.00
Weather chart	R 220.00	each	1	R 220.00
Birthday chart	R 305.00	each	1	R 305.00
Educational Play / Fine Motor				
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My first picture matching game	R 85.00		1	R 85.00
My first shape, size and colours	R 85.00		1	R 85.00
Trickey fingers	R 60.00		1	R 60.00
Join up	R 55.00		1	R 55.00
Four up	R 55.00		1	R 55.00
Quartet	R 55.00		1	R 55.00
Next up	R 55.00		1	R 55.00
Animatch	R 75.00		1	R 75.00
Hammer bench	R 64.00		1	R 64.00
Stacking Cups	R 42.00	each	2	R 84.00
Shape Bucket	R 65.00	each	2	R 130.00
Same Different	R 59.00	each	1	R 59.00
Shaped Beads in container	R 75.00	set	1	R 75.00
Brainy blocks	R 46.00	set	2	R 92.00
Extra pieces for brainy blocks	R 17.00	set	4	R 68.00
2 Piece matching - getting dressed for seasons	R 50.00	each	1	R 50.00
4 step sequencing -logical ordering	R 50.00	each	1	R 50.00
Threading shapes and laces in container - 8'S	R 95.00	set	1	R 95.00
Total per centre				**R 12 314.00**

NOTE ON SUPPLIERS

Always check that:

- They understand your requirements and are able to give you a comprehensive list of what they will supply and how much it will cost.
- Are experienced in the packaging of all resources for each ECD centre.
- Are able to explain how each resource can be used – some suppliers will even conduct a workshop on the resources for no extra charge if the venue is supplied.

Recommended Suppliers:

Name	Contact details	Notes
Edunation	051 446 5075 www.edunation.co.za	Edunation will pack kits inclusive of costs of material. Delivery cost is extra but Edunation will offer workshops with recipients of resources at no extra charge.
Educo	021 462 2233	Educo prices are lower but resources are not packed into kits for each ECD site and some resources are not always available.
Educational Toys JHB	011 807 1560 www.educationaltoycentre.com	Educational toys JHB will pack kits. Prices are slightly higher. Will deliver at an extra cost.
Pan Macmillan	011 731 3456 www.panmacmillan.co.za	Keeps stock of books in a variety of South African languages – SiSwati, Afrikaans, IsiNdebele, Sesotho, Tshivenda, Setswana, IsiXhosa, IsiZulu, Xitsonga.
Hands on Technology	011 462 5095 www.handsontech.co.za	Keeps LEGO products.
Bag Ladies	011 787 8671	Keeps weather charts, birthday charts, reading book bags and shade cloths for outside play.

G. ADDITIONAL RESOURCE MATERIAL

Develop learning programmes to enhance participation of learners with special needs: An inclusive environment pp. 60 – 69 with additions on making 'furniture' from Gillian Shead (2000 and 2002)

The Physical Environment

The physical environment should invite children to move around independently. It is also important that they feel safe as they move around. Any barriers that make it difficult for children to access and use equipment need to be removed.

The Building

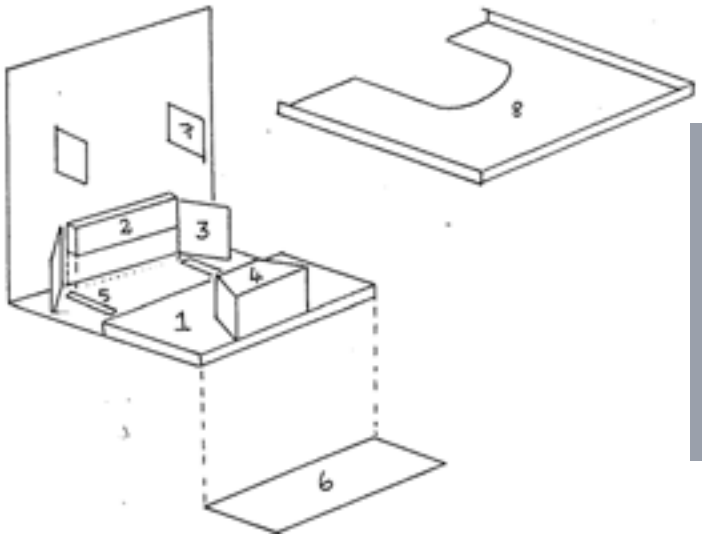
The centre may be housed in a community centre, a house or a church, and it may not always be possible to do alterations to the building or fixtures, but simple changes are often all that is required.

- Make sure that children with disabilities can arrive and safely enter as freely as everybody else. If there are stairs provide an alternative way for a child who uses a wheelchair to enter e.g. a ramp.
- Think about the routes children will take to get to different parts of the building, e.g. bathroom, eating area, outdoor area and whether they are safe and accessible for all children. Check that there is enough space for children to move around in wheelchairs and or other devices both indoors and outdoors and make changes if necessary, for example.
  - Build ramps
  - Smooth over uneven surfaces
  - Widen doorways or provide an alternative route
  - Make sure that the doors open easily
- Check that door handles, hooks, lockers and shelves are low enough to reach. The door handles should be easy to turn.
- Install fixtures at a suitable height for children who are unsteady on their feet or visually impaired e.g. support bars, handrails in passageways and along walls.
- Toilet seats need to be at suitable height (preferably child –sized), with doors that open easily and are wide enough for a wheelchair, and will ensure privacy for children who may need help.
- Keep the furniture in the same place every day, particularly for a child with a visual and physical disability.

The Play Space

The way the play space or other space is organised should invite all children to explore, discover and learn.

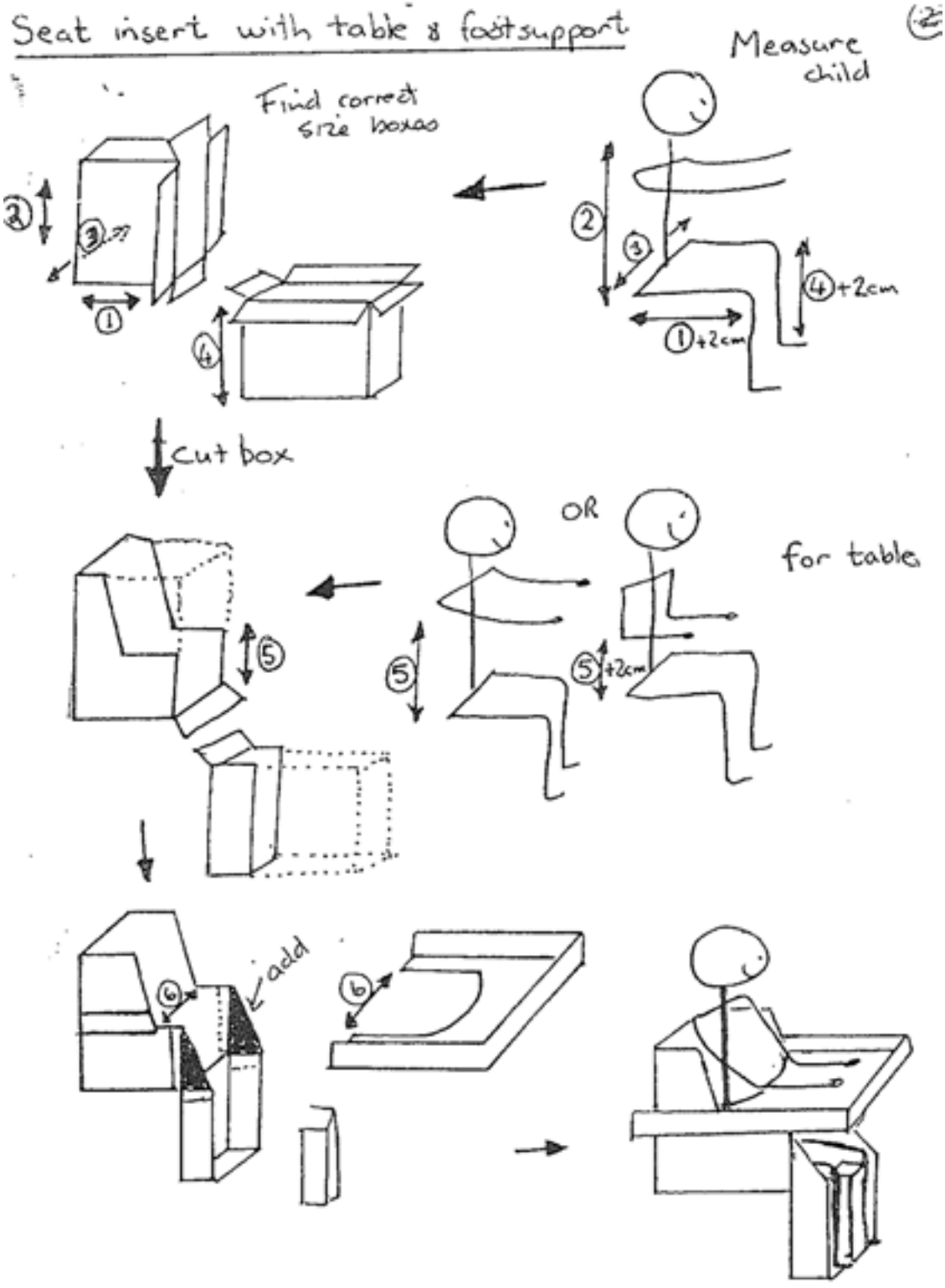
- Children will feel safe and secure when furniture and activities are kept in the same place every day. This is true for a child with a visual disability once she has learned where everything is.
- Organise activities into different areas and separate each area using dividers, tables or screens. Mark out the different activity areas with masking tape to help a child with a visual disability.
- Make clear wide paths through the classroom so each child may safely and easily reach the different activity areas. Paths should be wide enough for a child with a wheelchair to be able to turn around.
- Provide mats or rugs to protect children who are only able to crawl or roll themselves along.
- Make sure the floor covering is safe for children.
- A child may be unsteady on his feet and trip over a rug. Tape down edges of carpets or rugs to stop wheelchairs, crutches and other devices from getting snarled up.
- Furniture and equipment should be stable and not too light so that it can easily be knocked over or slide if a child leans on it.
- Lighting should be soft without a strong glare.
- Adapt tables so that wheelchairs can fit under them e.g. place blocks under the legs to make them longer or saw off parts of the legs to make them shorter.
- Label containers by outlining pictures and words with sand and glue for children with visual disabilities.
- Display toys and materials on low shelves so that children who cannot stand will be able to reach them easily. Group things that are alike together.
- Create a quiet area for children who may be stressed by too much noise or activity. Mute loud noises by covering floors and surfaces with rugs and cushions.
- Seating for children should give children support and allow them to move if they need to. Improvise with what is available to make comfortable seating, e.g.
  - Cushions, pillows, bolsters and wedges (see how to make wedge on p.48) to prop up children and give back support
  - Car tyres to allow children to play with other children
  - Seating on chairs should allow children to touch the floor or other surface e.g. stool.
  - Build a special chair (see parts of the chair below) for children by using the guidance provided by Gillian Shead (2000 & 2002) on the next pages.



1 – STEPPED UP BASE OF SUPPORT
2 – SACRAL PAD
3 – PELVIC GUIDES
4 – KNEE ABDUCTION BLOCK
5 – HIP STRAP
6 – FOOTRESTS
7 – BODY GUIDES
8 – TABLE

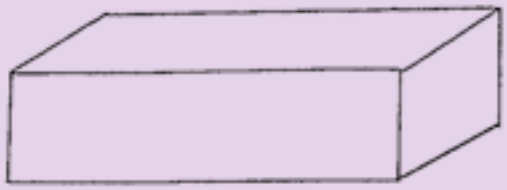
The adaptive equipment is made using cardboard (from boxes etc.), glue, masking tape or paper mache, paints, straps and a sharp knife.

Seat Insert with table and foot support



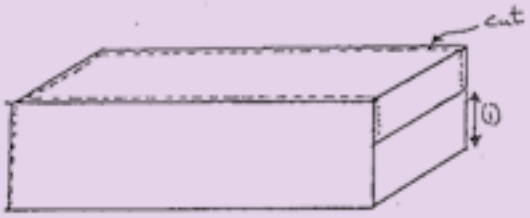
Wedge made from a box

Use a long narrow box.
Fold all the sides closed.



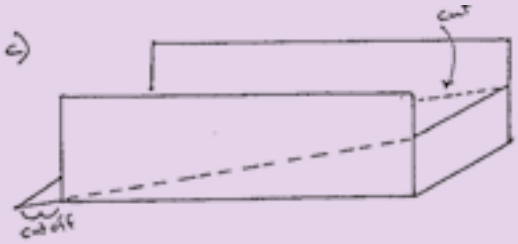
Select the required height for the box (see 1).

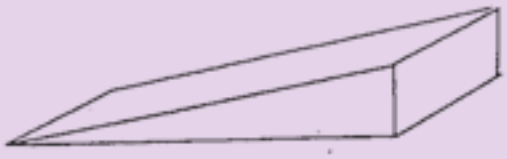
Cut as shown by dotted line.



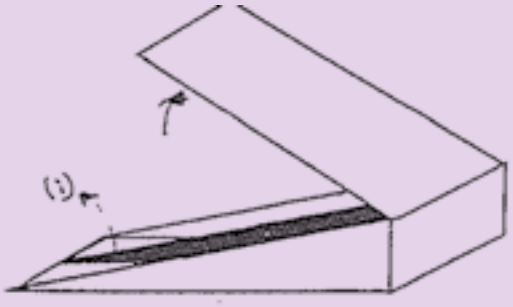
Fold down to correct height.

Cut off the extra length as shown by dotted line.





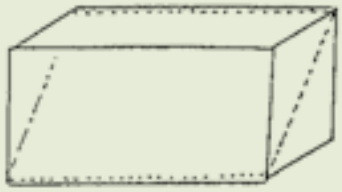
Reinforce with an extra wedge of cardboard inside.



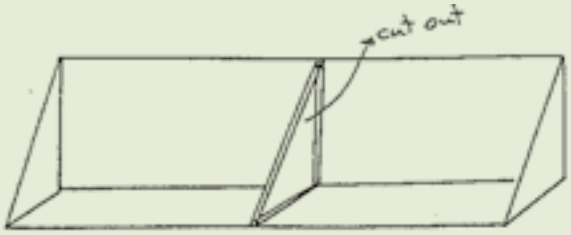
Sidelyer made from a box

Use a large strong box.

Close all the sides.



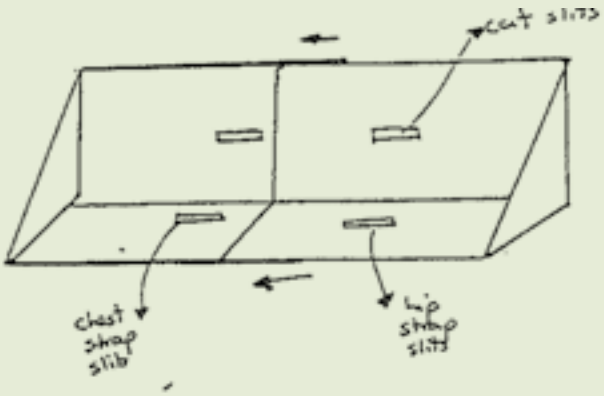
Place side by side and cut out the part shown alongside.



Overlap the boxes a little.

Cut slits.

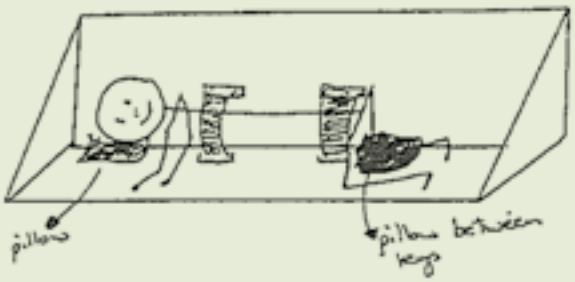
Reinforce either with another box or with paper and flour glue (paper mache)



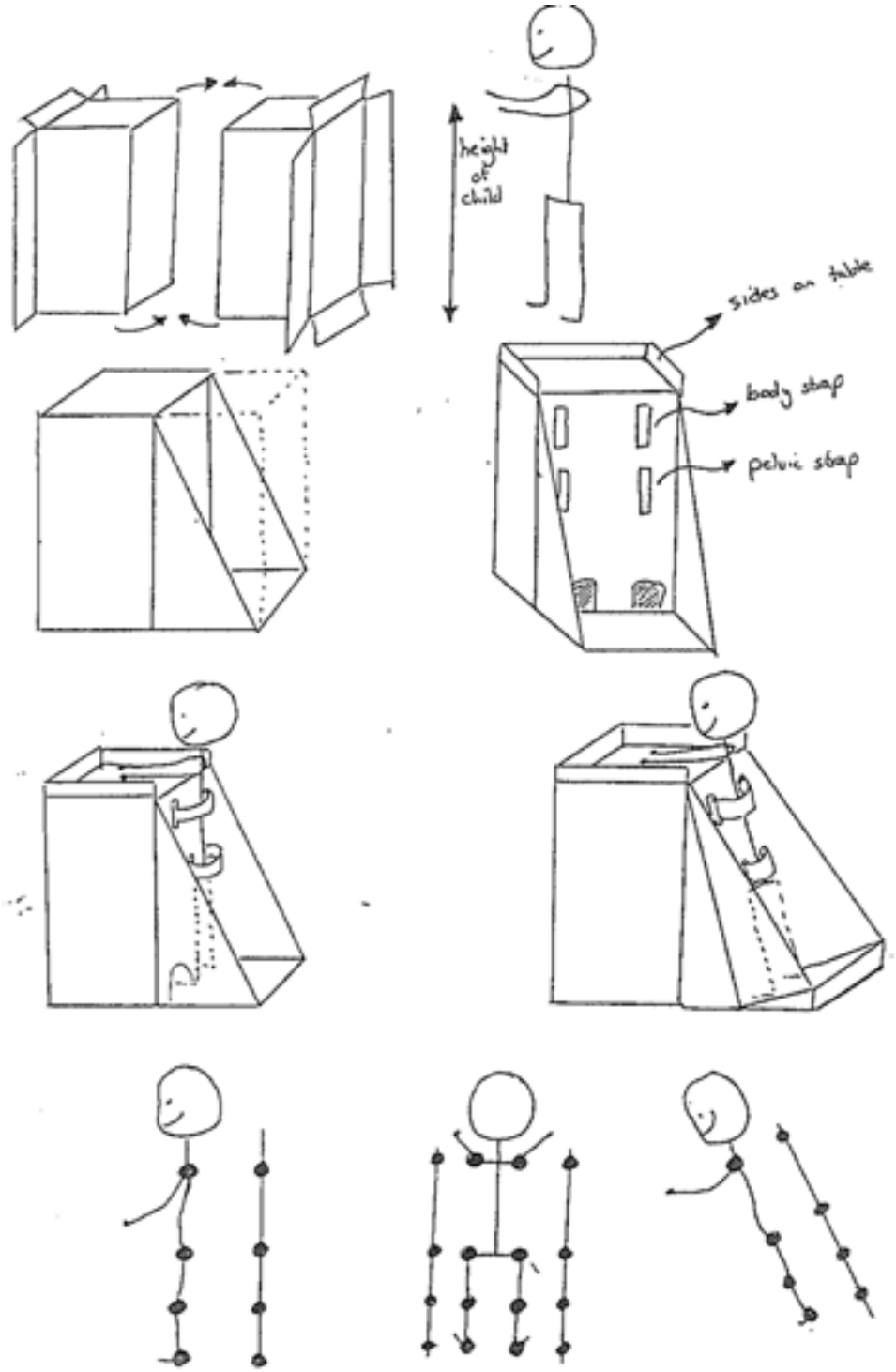
Lay a child on side.

Strap over chest and hips.

Place pillow under head and between legs.



Prone stander and standing frame



Arrange seating so that children are at same eye level and can talk and play together.

- Set up activities on the floor for children who find this most comfortable and let them lie on the floor or sit on a mat.
- Have wagons or push toys available for children who need help getting from one area to another area.

Educational Toys

- Place a tray across a wheelchair to use as a surface for work.
- Fasten a toy to a table using Velcro or tape.
- Put a puzzle in a shallow tray to help keep all the pieces together.
- Glue knobs (or large bead) to puzzle pieces.
- Attach a ring to a soft toy that is too large or difficult for a child to handle.
- Attach bells to balls for children with visual disabilities.
- Hang toys on strollers or wheelchairs
- Simplify toys
- Choose colourful toys
- Attach thick upright handles to toys for children with fine motor problems

Books

- Glue small pieces of sponge or Velcro to page corners to make them easier to turn
- Choose books with large print and different textures
- Make texture books from scraps of material
- Have a selection of books about children with disabilities

Blocks

- Place a basket or container of blocks next to a child or children
- Make sure the blocks are easy to grip and stack
- Find a way for all children to be on same level as they build
- Let a child build against a surface like a wall

Make Believe Play

- Put on Velcro strips on dress up clothes
- Include dolls with different kinds of disabilities
- Include tools used by people with special needs
- Make sure all children can reach and use the furniture and other play equipment

Art

- Tape the paper to the table, floor or easel to keep it secure as children draw or paint
- Adapt paintbrushes and crayons for a firmer grip
- Wrap tape, prestick or dough around the crayons and brushes
- Strap paintbrush and glue brush around the child's wrist with a Velcro strip
- Let children who can't handle glue brushes use pieces of cardboard with contact paper placed sticky side up.
- Provide a variety of sizes of art implements
- Encourage different body positions to participate in art activities
- Limit the amount of materials at each table or activity

Sand Play

- Make sure that all children can reach the water as well as the materials and equipment.
- Put the water or sand play table against the wall to prevent it from sliding around
- Provide a wide variety of materials for children of different developmental needs to equipment: filling and emptying, pouring, floating and sinking, measuring. Use brightly coloured objects that contract with the sand.

Musical Instruments

- Make handles of musical instruments larger with masking tape or pieces of foam.
- Use larger wooden blocks instead of cymbals.
- Colour code instrument to help find pairs.

Outdoor Play

- Attach straps to a swing or use bucket seats to support a child who has difficulty sitting up.
- Lower a swing
- Provide additional activities for children who cannot participate in large muscle activities
- Attach textures or bells to balls for children with visual disabilities.

Daily Routines

Routine times need to be carefully planned taking into consideration the abilities and special needs of each child. Adaptations may need to be made to enable all children to participate in all routines. It is important to find out things are done at home and to support these practices as much as possible in the daily programme.

It is important also to:

- Encourage independence
- Have a regular routine
- Be flexible with time
- Use the 3 minute rule (age + 3 minutes to complete an activity)
- Make transition times flow easily
- Work out what adult assistance is required

Mealtimes

Mealtimes should be relaxed and happy times for all children. It is during these times that they learn self-help skills like feeding themselves, serving food and drink, and helping set and clear tables. Some children may have specific needs when it comes to their diet and mealtime routines so it is important to find out from families what the mealtime practice is at home, e.g.

- Dietary requirements
- Special techniques to help with feeding
- Adapting feeding utensils and equipment
- Special seating position

Toilet and Wash Routines

Learning to use the toilet independently is another important goal for social and emotional development. Most children are ready to use the toilet between the ages of two and three but this may differ greatly according to children's different needs. Some children may have special needs such as:

- Not being able to sense when they have a bowel or bladder movement.
- A delay in development of muscle control
- Having to learn to use a catheter
- Having a physical disability that requires the help of getting dressed and undressed
- Fearing bathroom sights and sounds e.g. flushing toilet

These special needs may require special routines during toilet and wash times.

The following may be helpful:

- Plan enough time for children with special needs to get to the toilet and wash area.
- Fit suitable supports to help a child feel safe when using the potty, toilet or wash basin.
- Encourage children to be independent as possible.
- Pair a child with a friend who can accompany him to the toilet and wash routine.
- Respect each child's dignity and privacy. Curtains are often easier for a child to open and close than doors.

A Farm Nursery School pp. 18, 33-35, 38-49, 50, 60-66

Playdough and Clay

Play dough Recipe 1:

Mix 3 cups of flour with 1 heaped teaspoon of salt. Add 1 cup of water to which you add a few drops of food colouring or non-toxic powder paint. Add a few drops of cooking oil to make the play dough smooth and more pliable. Store in a plastic bag or sealed container in a refrigerator.

Play dough Recipe 2:

Mix 2 cups of flour, 2 cups of salt and 4 teaspoons of cream of tartar in a heavy aluminium pan. Add 2 cups of water, 2 tablespoons of cooking oil and food colouring. Heat the mixture on the stove for approximately 3 minutes or until it pulls away from the pan. Remove it from the heat and knead the dough immediately. Store it in an air-tight container (This play dough keeps for months).

Paper Mache

- Tear your newspaper or egg cartons etc. into strips and small pieces. Soak in water overnight.
- Squeeze out the excess water. The newspaper will be sufficiently pulpy but the egg cartons or wine bottle containers will need to be ground with a stone to completely shred them.
- Once the material is soggy and smooth, add either glue (office, wall paper glue etc) or flour. Mix until the material has a smooth clay feeling.
- Your paper mache is now ready to mould into the required object.
- Make sure objects are completely dry before painting with enamel paint.

Construction Toys

Blocks

- Wooden blocks should be made out of wood which does not splinter and according to specified sizes and shapes.
- Blocks can be made out of boxes such as those which contain toothpaste, headache powder, hand soap, instant pudding etc. Fill each box with newspaper and re-inforce the sides with masking tape. Paint each box (glossy enamel or powder paints) or cover with coloured paper.
- Tin cans of the same and different sizes can also be used as building blocks.

Concept Toys

Sorting game

You will need:	What to do?
4-6 yoghurt tubs Soap powder box Shoe box with lid Objects to sort e.g. pegs, matches, buttons, stones	Place the objects to be sorted in the shoe box. Sink the 6 yoghurt containers into the soap box.
Object of the game:	To learn about things that are the same by placing all the buttons into one yoghurt tub, all the stones into another etc.

You will need:	What to do?
Half a dozen egg box Small objects to sort e.g. beans, buttons	Place the objects to be sorted into the lid of the egg carton.
Object of the game:	Children sort the different objects into different sections of the egg carton

You will need:	What to do?
4 yoghurt or margarine tubs Soap powder box Sets of 4 items in each of the following colours: red, blue, green and yellow Paint Shoebox	Sink the yoghurt or margarine tubs into the soap box. Paint a red strip on the inside of one tub, blue on another, yellow on another and green on the fourth. Place objects to be sorted into the shoe box.
Object of the game:	The child places each object in the tub of the same colour as itself. This will help him to learn about colours.

Peg board

You will need:	What to do?
30 x 30 cm of pressboard 30 x 30cm of hardboard 25 pieces of 6cm long 1.2 cm wide dowel sticks Drill and someone who can use the drill	Cut 25 holes about 1.5 cm wide into the pressboard. Glue the hardboard to one side of the drilled pressboard. Divide the 25 dowel sticks into sets of five and paint each set a different colour. Paint the board a different colour When all pieces are dry place the pegs in the holes on the pegboard and the game is ready
Object of the game:	Peg boards help children learn control of their finger and hand muscles and about colours, numbers, grouping and sorting.

Nesting cups

You will need:	What to do?
Four tins of different widths (diameters)	Remove the labels and the lids, making sure the open edge is smooth. Paint each tin a different colour.
Object of the game:	Helps children to learn about different sizes and the idea of small, smaller, smallest; big, bigger and biggest.

Beads to thread

You will need:	What to do?
Paper mache Thick knitting needles Wooden sticks or pencils Bright enamel paints Wool or string	Mould the paper mache into different shaped beads with your hands Make a hole through the middle of each bead with the pencil, knitting needle or stick. Leave the bead to dry When the paper mache is completely dry remove the pencil, knitting needle or stick Dip the end of the wool or string into enamel paint for a threading point
Object of the game:	Threading helps with eye / hand co-ordination; use of fingers and hands and helps children learn about colours and shapes.

Lacing card and board

You will need:	What to do?
Cardboard or hardboard Powder paint / gloss enamel paint String or wool	Cut out different shapes of lacing cards e.g. apple, shoe, square etc. Make holes equal distance from each other round the edge of the board Paint the lacing board Paint and then cover with contact (if cardboard)
Object of the game:	Lacing and threading activities help children develop eye/ hand co-ordination and control of their hand and finger muscles.

The Feely game

You will need:	What to do?
Two 15 x 15cm squares of cardboard Different textured materials e.g. nylon mesh bags, plastic bag, cotton wool	Mark both pieces of cardboard in 5cm squares Leave one piece whole and cut the second piece into 5cm square cards Cut two 5 cm squares of each material Glue one piece onto the board and the other to the card
Object of the game:	For children to learn textures by feeling and matching the cards to the board

Posting tins

You will need:	What to do?
5 baby food or yoghurt bottles 15 buttons White cardboard Khoki pen	Make a slit down the lid of each bottle with the rough edges pointing inwards and large enough for a large button to fall through Paste onto the first bottle a card with one dot, the second with two dots etc. (you can use a ping-pong ball and a round hole for younger children)
Object of the game:	Post the same number of buttons as the dots on the card.

Sound box

You will need:	What to do?
10 empty cold drink cans Masking tape Cold drink bottle tops or bells Kidney beans or dried non-poisonous seeds Sand Nails or rice Small stones	Divide the tins into 5 pairs Into the first pair pour exactly the same amount of sand, into second pair pour beans, the third pair bottle tops, fourth pair – nails and fifth pair small stones. Seal the top of the can with masking tape Paint the tins or cover with coloured paper
Object of the game:	Children to learn about similar and different sounds by shaking the tins and matching the pairs which sound the same.

Weight bottles

You will need:	What to do?
6 small plastic bottles with lids Dark paint sand	Paint all the bottles the same colour so you cannot see through them Divide the bottles into pairs Leave both bottles in the first pair empty. Pour sand into each of the second pair of bottles until they are half full. Fill both bottles of the third pair with sand.
Object of the game:	Children learn to distinguish between different weights and also match weights with one another.

Matching cards

You will need:	What to do?
Two 15 x 15cm squares of cardboard Clear contact (optional) Paints or coloured crayons	Marks both pieces of cardboard into 5 cm squares Leave one piece whole and cut the second into 5 cm cards. On the whole piece of cardboard draw a different picture in each of the squares. Draw the identical pictures on the 5cm cards. Cover with contact.
Object of the game:	Children match pictures on the cards to the pictures on the board. This will help them recognise and match things which are the same.

Dominoes

You will need:	What to do?
Cardboard Paints or coloured pencils Contact	Cut out eighteen 12cm x 6cm cardboard cards. Draw a line across the width of each card dividing it into two. Choose six different pictures, colours, shapes or numbers. On each side of a card draw a different picture or shape or number. Cover with contact.
Object of the game:	The children match the pictures to each other.

Puzzles

You will need:	What to do?
Cardboard Glue Powder paint Two copies of the same picture	Cut out two pieces of cardboard the same size as the pictures Paste each picture onto a piece of cardboard. Use one picture as the base, cut the second picture into 3-7 sections for younger children and 9-14 sections for older children. Use simple colourful pictures from magazines or draw your own.
Object of the game:	The children will match the cut out pieces to the base.

Heads and tails puzzle

You will need:	What to do?
Pictures of 4 different animals Stiff cardboard Paste Khokis or paint	Cut the cardboard into four 12 x 8cm cards On each card draw or paste the picture of an animal Rule a line down the middle of each picture dividing the animal into two – one section the head and other with the tail. Cut out each card along the ruled line
Object of the game:	Children match heads and tails which belong to each other.

Homemade books

You will need:	What to do?
Six to eight pieces 20 x 25 pieces of firm cardboard Paints Khokis or coloured pencils String or wool glue	Choose the subject matter for your book Draw or cut out and paste suitable pictures one each page Cover the pages with clear contact if it is available. Punch holes at equal intervals along the left hand side of each page Thread the pages together, fastening the string or wool at each end. Make sure there is a clear bright picture on the front cover
Object of the game:	To talk to children about subject matter and have books those children can explore themselves.

OUTDOOR EQUIPMENT

Bean bag

You will need:	What to do?
Off-cuts of material Dried beans or coarse sand Needle and thread	Cut the material into two matching pieces, any shape. Sew together with the right sides facing inwards, leaving a 5 cm opening. Turn the bag inside out Pour sand or beans inside until it is half full Sew the opening closed
Object of the game:	For throwing

Pantyhose ball

You will need:	What to do?
Pantyhose Newspaper Needle and thread	Make a tight ball of newspaper, about the size of a melon. Cut a leg off the pantyhose or use a stocking Push the newspaper into the toe of the pantyhose leg Twist the pantyhose round at the top of the ball and turn the pantyhose inside out. Pull it tightly around the ball, twist and turn inside out again Continue this until the top of the leg is reached Pull the edges firmly together and sew.
Object of the game:	For throwing

Pulling box

You will need:	What to do?
Plastic crate or a sturdy cardboard or wooden box Rope	Thread a piece of rope through one of the narrow sides of the box to make a handle, fasten the ends of the rope firmly together. The children will use the handle to pull.
Object of the game:	For pulling

Pushing floor polish tin

You will need:	What to do?
Floor polish tin Length of wire	Punch holes through the centre of the lid and bottom of the tin Thread the wire through these holes Bend the threading end of the wire towards the handle Make the handle at the other end of the wire by bending the wire into a handle shape –twisting the rough end of the wire firmly through the pushing rod.
Object of the game:	For pushing

A Band

You will need:	What to do?
Bottles Paint tins Wooden sticks Bells	Shakers Drum Drum sticks Bottle tops on a stick
Object of the game:	For music time

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The aim of Ilifa Labantwana is to provide the implementation evidence, build national capacity and galvanise informed political support to provide quality ECD services at scale, with particular focus on the poorest 40 per cent of the population under six years of age.

BECAUSE YOUR CHILD IS A SOMEBODY

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