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and individualistic  
childcare centres

**Report: Grace Village Early Learning**  
**49 Gibbes Street**  
**Regentville NSW 2745**

**20 June 2019**

**Prepared for Grace Village Early Learning Pty Ltd**

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## DOCUMENT CONTROL

Revision	Status	Date	Prepared by	Comments
0	Draft	20 June 2019	Dr Brenda Abbey	

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## Executive summary

When completed, Grace Village Early Learning Regentville located at 49 Gibbes Street, Regentville NSW 2745 must comply with all relevant federal, state, and council regulatory requirements.

Specifically, the plan is required to meet the *Education and Care Service National Law Act 2010*, Education and Care Services National Regulations (NSW) 2011, NCC 2019 Building Code of Australia, Penrith Development Control Plan 2014 and Child Care Planning Guideline 2017. It must also have the capacity to support children's programs that are consistent with the National Quality Standard 2011 and the Early Years Learning Framework 2009.

Childcare by Design's role in the development of the plan has been to provide childcare industry expertise and practical knowledge to the architect and client on the evolving plan's ability to satisfy the above requirements. This includes suggesting solutions to issues that arose during the course of the plan's development to optimise the Service's functionality and ability to support best practice. The role has also been to provide this Report about the plan's compliance with the above requirements.

The plan for Grace Village Early Learning Regentville located at 49 Gibbes Street, Regentville NSW 2745 by Joseph Toth (Envision Group), either, with two departures – which can be readily addressed – meets or exceeds the relevant federal, state, and council regulatory requirements. The first is the line-of-sight into the 3 – 5 years bathroom on the Ground Floor which requires educators to be mindful to stand so that they can supervise the children while they access the bathroom. The second is that the size of the outdoor play area on the First Floor can only accommodate ten (10) children at any given time. However, the Centre's play-based program will minimise the likelihood of more than this number of children wanting to be outside at the same time. Further, educators will pre-empt this and engage the children in indoor activities should the need arise.

Aspects of the plan worthy of special mention are:

- Abundance of natural light and fresh air into all indoor playrooms;
- Generous unallocated space in the dining room area;
- Creative design and extent to which natural elements are incorporated in the external play areas; and,
- Number of toilets and handbasins exceed requirements and increase the functionality of these areas during transition times.

The plan has the capacity to support a high quality early education and care centre.

# I. Introduction

## I.1 Background

When completed, Grace Village Early Learning Regentville located at 49 Gibbes Street, Regentville NSW 2745 will be required to meet the regulatory requirements of federal, state, and local governments. These regulatory requirements are in place to ensure high quality education and care services, where children come together to play and learn in safe surroundings, while their parents work, study, and take part in community life.

Specifically, the site and design for the Centre must comply with the requirements of the:

- *Education and Care Service National Law Act 2010*
- Education and Care Services National Regulations 2011
- NCC 2019 Building Code of Australia
- Penrith Development Control Plan 2014
- Child Care Planning Guideline 2017

It must also support the implementation of the:

- National Quality Standard 2011
- Early Years Learning Framework

Childcare by Design's role in the development of the plan has been to provide childcare industry expertise and practical knowledge to the architect and client on the evolving plan's ability to satisfy the above requirements. This includes suggesting solutions to issues that arose during the course of the plan's development to optimise the Centre's functionality and ability to support best practice. The role has also been to provide this Report about the plan's compliance with the above requirements.

## I.2 Purpose

This report presents the findings of the assessment of the plan for Grace Village Early Learning Regentville for its compliance with the Education and Care Services National Regulations 2011 (*Education and Care Service National Law Act 2010*), NCC 2019 Building Code of Australia, Penrith Development Control Plan 2014 and Child Care Planning Guideline 2017. It also considers the plan's consistency with the National Quality Standard 2011, and its capacity to support the practices and programs required by that document and the incorporated National Early Years Learning Framework 2009.

### **I.3 Structure of Report**

To begin with, the report tabulates the findings of the assessment of the plan for its compliance with the provisions of the Education and Care Services National Regulations 2011, and discusses these findings.

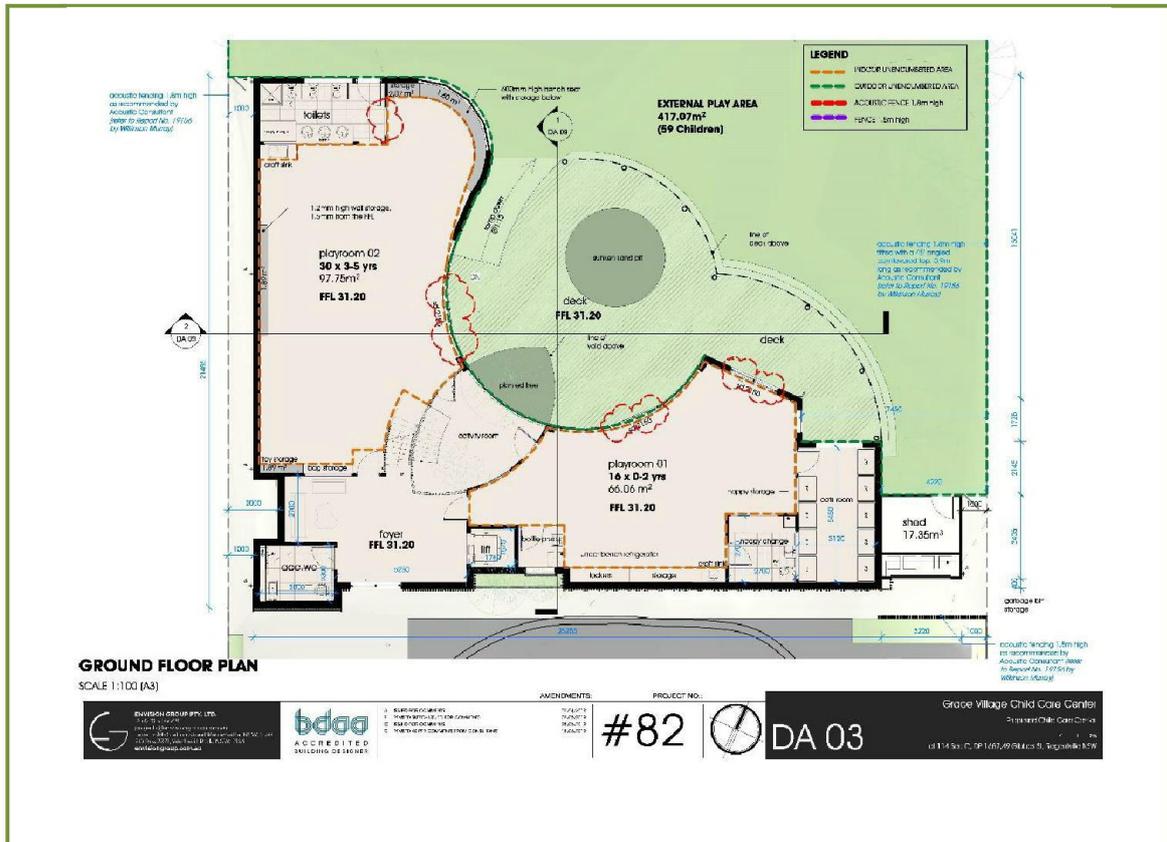
Next, it presents the findings of the assessment of the plan against those parts of NCC 2019 Building Code of Australia directly relevant to an early education centre (within the expertise of a childcare consultant), and discusses these findings.

Then, it provides statements of compliance on the findings of the assessment of the plan Penrith Development Control Plan 2014 and Child Care Planning Guideline 2017.

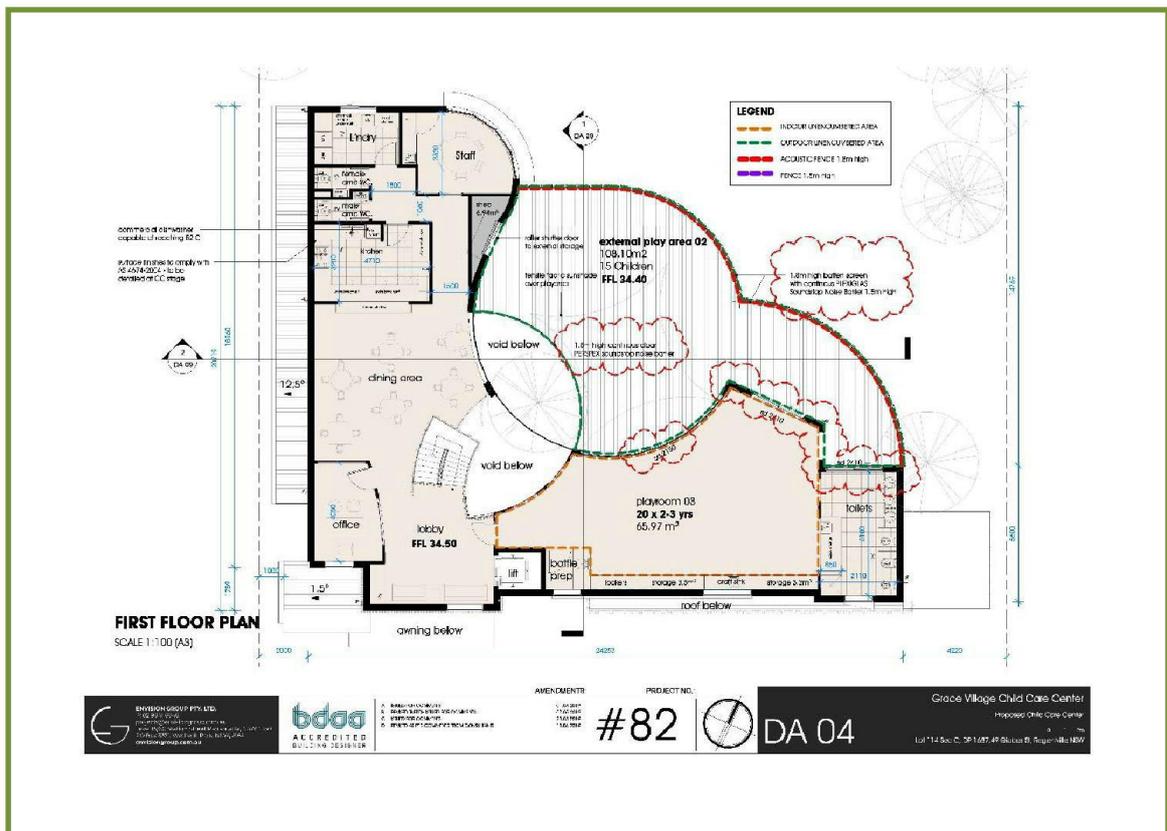
Following on, design aspects that could impact on the Centre's ability to deliver high quality education and care programs to children and provide for the wellbeing of staff as required by the National Quality Standard 2011 and the Early Years Learning Framework are tabulated and discussed.

The Report ends with a summary of the findings of the assessment of the plan against the collective requirements of these regulatory documents.

## 2. Plan



Reference: Drawing DA 03 #82 – Ground Floor Plan



Reference: Drawing DA 04 #82 – First Floor

### 3. Approved capacity and grouping

When completed, the Centre will educate and care for a maximum of 66 children aged 6 weeks to 5 years at any given time. The proposed groups are:

Room	Age group	Room Area	Number of children	Number of staff
Playroom 01	6 weeks – 2 years	66.06m <sup>2</sup>	16	4
Playroom 02	3 years – 5 years	97.75m <sup>2</sup>	30	3
Playroom 03	2 years – 3 years	65.97m <sup>2</sup>	20	4
<b>Total</b>		<b>229.78m<sup>2</sup></b>	<b>66</b>	<b>11**</b>

\*The maximum number of children in the Centre at any given time will be 66.

\*\*The figures for each group indicate the minimum number of educators required to be working directly with the children at any time the room is operating at capacity. Additional staff will be required throughout the day to maintain compliance with educator: child ratios.

## 4. Compliance – Education and Care Services National Regulations 2011

The plan has been evaluated for consistency with the Education and Care Services National Regulations 2011, and the findings are presented in the table below.

Aspect	Assessment
<b>Fencing</b>	
<p>Is the outdoor space used by children enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through, over or under it? (This does not apply to a centre-based service that primarily provides education and care services to children over preschool age)</p> <p><i>Education and Care Services National Regulations 2011 Clause 104(1)(2)</i></p>	Complies
<b>Laundry and hygiene facilities</b>	
<p>Does the service provide laundry facilities or have access to laundry facilities, or other adequate and appropriate arrangements for dealing with soiled clothing, nappies or linen prior to their disposal or laundering?</p> <p><i>Education and Care Services National Regulations 2011 Clause 106(1)(a)(b)</i></p>	Complies
<p>If the service has laundry and hygienic facilities, are they located and maintained in a way that does not pose a risk to children?</p> <p><i>Education and Care Services National Regulations 2011 Clause 106(2)</i></p>	Complies
<b>Space requirements — indoor space</b>	
<p>Is there at least 3.25 square metres of unencumbered indoor play space per child being educated and cared for by the service?</p> <p><i>Education and Care Services National Regulations 2011 Clause 107(2)</i></p>	Complies
<p>Does the calculation of the unencumbered indoor play space exclude any passage way or thoroughfare, door swing areas, toilet or hygiene facilities, nappy change, bottle preparation areas, cot room or cot storage, administration, general storage, any other space not suitable for children, kitchen (with exception of it being used by the children primarily as part of the education program being provided by the service Clause 107(3)(b)), verandah (with exception written approval of the Regulatory Authority to do so Clause 107(4))?</p> <p><i>Education and Care Services National Regulations 2011 Clause 107(3)</i></p>	Complies
<b>Space requirements — Outdoor space</b>	
<p>Is there at least 7 square metres of unencumbered outdoor play space per child being educated and cared for by the service?</p> <p><i>Education and Care Services National Regulations 2011 Clause 108(2)</i></p>	Complies – across the Service
<p>Does the calculation of the unencumbered outdoor play space exclude items such as pathway or thoroughfare not used by the children as part of the program, car parking areas, any verandah included as indoor space, storage sheds or other storage, any other space not suitable for children?</p> <p><i>Education and Care Services National Regulations 2011 Clause 108(3)</i></p>	Complies

Does this calculation of unencumbered outdoor space exclude any verandah that has been used in the calculation of indoor space? <i>Education and Care Services National Regulations 2011 Clause 108(4)</i>	N/A
For education and care services for children over preschool age, is there any indoor space that has been given approval to be used as outdoor space (and has not been included in the calculation of the indoor space)? <i>Education and Care Services National Regulations 2011 Clause 108(5)</i>	N/A
<b>Toilets and hygiene facilities</b>	
Are there adequate, developmentally and age-appropriate toilet, washing and drying facilities provided for use by the children being educated and cared for at the service? <i>Education and Care Services National Regulations 2011 Clause 109(a)</i>	Complies
Do the location and design of the toilet, washing and drying facilities enable safe use and convenient access by the children? <i>Education and Care Services National Regulations 2011 Clause 109(b)</i>	Complies
<b>Ventilation and natural light</b>	
Are the indoor spaces used by the children well-ventilated, have adequate natural light and can be maintained at temperatures that ensures the safety and wellbeing of children? <i>Education and Care Services National Regulations 2011 Clause 110</i>	Complies
<b>Administrative space</b>	
Does the service have an adequate area or areas available at the education and care service premises for the purposes of (a) conducting the administrative functions of the service; (b) consulting with parents of children; and, (c) conducting private conversations. <i>Education and Care Services National Regulations 2011 Clause 111</i>	Complies
<b>Nappy change facilities</b>	
If the service educates and cares for children who wear nappies, does it have adequate and appropriate hygienic facilities provided for nappy changing? <i>Education and Care National Regulations 2011 Clause 112(2)</i>	Complies
If the service educates and cares for children under 3 years of age, does it have at least 1 properly constructed nappy change bench? <i>Education and Care National Regulations 2011 Clause 112(3)(a)</i>	Complies
If the service educates and cares for children under 3 years of age, does it have hand cleansing facilities for adults in the immediate vicinity of the nappy change area? <i>Education and Care National Regulations 2011 Clause 112(3)(b)</i>	Complies
Are the nappy change facilities designed, located and maintained in a way that prevents unsupervised access by children? <i>Education and Care National Regulations 2011 Clause 112(4)</i>	Complies – Plan for toilets for 3 – 5 years
<b>Outdoor space — natural environment</b>	
Do the outdoor spaces provided at the education and care service allow children to explore and experience the natural environment (e.g. include natural features such as trees, sand and natural vegetation)? <i>Education and Care National Regulations 2011 Clause 113</i>	Complies

<b>Outdoor space — shade</b>	
Do the outdoor spaces provided at the education and care service include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun? <i>Education and Care National Regulations 2011 Clause 114</i>	Complies
<b>Premises designed to facilitate supervision</b>	
Are the premises (including the toilets and nappy change areas) designed and maintained in such a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children? <i>Education and Care Services National Regulations 2011 Clause 115</i>	Complies

### Discussion

The plan for Grace Village Early Learning Regentville meets the requirements of the Education and Care Services National Regulations 2011. However, two aspects of the design will need to be managed. The first is the line-of-sight into the 3 – 5 years bathroom on the Ground Floor which requires educators to be mindful to stand so that they can supervise the children while they access the bathroom. The second is the size of the outdoor play area on the First Floor which can only accommodate ten (10) children at any given time. The Centre’s play-based program will minimise the likelihood of more than this number of children wanting to be outside at the same time. Further, educators will pre-empt this and engage the children in indoor activities should the need arise.

Aspects of the plan worthy of special mention are:

- Abundance of natural light and fresh air into all indoor playrooms;
- Generous unallocated space in the dining room area; and,
- Creative design and extent to which natural elements are incorporated in the external play areas.

## 5. Consistency – NCC 2019 Building Code of Australia

The plan has been evaluated for its consistency with the sections of NCC 2019 Building Code of Australia (BCA) relevant to early education and care services, and within the expertise of a childcare consultant, and the findings presented in the table below.

Requirement	Assessment
<b>Sanitary facilities</b>	
<p>(a) Sanitary facilities must be provided for in Accordance with Table <u>F2.3</u>.</p> <p>(b) If not more than 10 people are employed, a unisex facility may be provided instead of separate facilities for each sex.</p> <p>(c) If the majority of employees are of one sex, not more than 2 employees of the other sex may share toilet facilities if the facilities are separated by means of walls, partitions and doors to afford privacy.</p> <p>(d) Employees and the public may share the same facilities in a Class 6 and 9b NCC Building (other than a <u>school</u> or <u>early childhood centre</u>) provided the number of facilities provided is not less than the total number of facilities <u>required</u> for employees plus those <u>required</u> for the public.</p> <p>(e) Adequate means of disposal of sanitary towels must be provided in sanitary facilities for use by females.</p> <p><i>NCC 2019 Building Code of Australia Part F2.3 Facilities in Class 3 to 9 Buildings</i></p>	Complies
<p>Facilities for use by children must be—</p> <p>(a) junior pans; and</p> <p>(b) washbasins with a rim height not exceeding 600mm; and</p> <p>(c) accessible from both indoor and outdoor play areas.</p> <p><i>NCC 2019 Building Code of Australia Table F2.3 Facilities in Class 3 to 9 Buildings</i></p>	Complies. Detail to be provided at a later stage
<b>Kitchen</b>	
<p>(g) A Class 9b <u>early childhood centre</u> must be provided with—</p> <p>(i) a kitchen or food preparation area with a kitchen sink, separate hand washing facilities, space for a refrigerator and space for cooking facilities, with—</p> <p>(A) the facilities protected by a door or gate with child proof latches to prevent unsupervised access to the facilities by children younger than 5 years old; and</p> <p>(B) the ability to facilitate supervision of children from the facilities if the early childhood centre accommodates children younger than 2 years old</p> <p><i>NCC 2019 Building Code of Australia Part F2.3 Facilities in Class 3 to 9 Buildings</i></p>	Complies. Detail to be provided at a later stage
<b>Toilets, bath, showers</b>	
<p>(g) A Class 9b early childhood centre must be provided with—</p> <p>(ii) one bath, shower or shower-bath; and</p> <p>(iii) if the centre accommodates children younger than 3 years old—</p> <p>(A) a laundry facility comprising a washtub and space in the same room for a washing machine; and</p>	Complies. Detail to be provided at a later stage

<p>(B) a bench type baby bath, which is within 1 m of the nappy change bench; and</p> <p>(C) a nappy changing bench which—</p> <p>(aa) is within 1 m of separate adult hand washing facilities and bench type baby bath; and</p> <p>(bb) must be not less than 0.9 m<sup>2</sup> in area and at a height of not less than 850 mm, but not more than 900 mm above the finished floor level; and</p> <p>(cc) must have a space not less than 800 mm high, 500 mm wide and 800 mm deep for the storage of steps; and</p> <p>(dd) is positioned to permit a staff member changing a nappy to have visibility of the play area at all times.</p> <p><i>NCC 2019 Building Code of Australia Part F2.3 Facilities in Class 3 to 9 Buildings</i></p>	
<b>Natural light</b>	
<p>Natural lighting must be provided to all play rooms and the like.</p> <p><i>NCC 2019 Building Code of Australia Part F 4.0 Facilities in Class 3 to 9 Buildings</i></p>	Complies
<b>Natural Ventilation</b>	
<p>Natural ventilation must be provided by windows, openings, doors and the like.</p> <p><i>NCC 2019 Building Code of Australia Part F4.0 Facilities in Class 3 to 9 Buildings</i></p>	Complies
<b>Bottle Preparation Area</b>	
<p>(a) Adjoins the indoor area and provides unimpeded access for each group it serves.</p> <p>(b) Shared by no more than two groups.</p> <p>(c) Located so as to enable all parts of the indoor play area to be viewed by carers from that location.</p> <p>(d) Physically separated from any nappy change facilities to prevent cross infection, by a distance of not less than 2m, or by a fixed solid screen extending the full depth of the bench and not less than 1m above the bench top.</p> <p>(e) Provided with a barrier and doors with controls which are unable to be operated by children, to prevent unauthorised access into the area by children.</p> <p>(f) Has a double bowl sink or a single bowl sink and an adult washbasin which –</p> <p>(i) is at a height of at least 850mm but no more than 900mm; and</p> <p>(ii) is supplied with hot and cold water limited to a maximum temperature in accordance with the AS 3500.4.</p> <p>(g) At least 0.81m<sup>2</sup> area of bench space is provided, with an impervious top and a splash back not less than 300mm high, without cracks or crevices, so as to be easily cleanable.</p> <p>(h) A power outlet is provided for a heating appliance for bottles.</p> <p><i>Contained in the building code of various states and territories.</i></p>	Complies. Detail to be provided at a later stage

## Discussion

Those aspects of the plan directly relevant to an early education and care service (and within the expertise of a childcare consultant) either meet or exceed the requirements of the NCC 2019 Building Code of Australia.

An aspect worthy of special mention, in addition those mentioned above, is:

- Number of toilets and handbasins exceed requirements and increase the functionality of these areas during transition times; and,

## 6. Consistency – Penrith Development Control Plan 2014

The plan for Grace Village Early Learning Regentville has been assessed against the Penrith Development Control Plan 2014, particularly Part D5 Other Uses 5.2 and found to comply.

## 7. Consistency – Child Care Planning Guidelines 2017

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (the SEPP) requires Penrith City Council to take into consideration the Child Care Planning Guideline 2017 when assessing development applications. It also provides a consistent planning and design framework for preparing development applications. Further, the Guideline informs state and local government, industry and the community about the way good design can maximise the safety, health and overall care of young children. Concomitantly, it results in attractive buildings that are sympathetic to the streetscape and appropriate for the setting while minimising any adverse impacts on surrounding areas. It will help achieve a high level of design that is practical and aligned with the National Quality Framework.

The plan for Grace Village Early Learning aligns with the Child Care Planning Guideline 2017.

## 8. Consistency – National Quality Standard 2011

With the introduction of the National Quality Framework, it is mandatory that education and care services meet the requirements of the National Quality Standard (NQS) 2011. This document draws upon the growing body of research that identifies those aspects of child care physical environments that support programs to foster children’s development and learning.

The clear premise throughout the NQS is that the design of a service (i.e. NCC Building, facilities, outdoor play spaces) impacts upon that service’s day-to-day practices and its ability to educate and care for the children who attend. Accordingly, the plan for The Crescent needs to meet the NCC Building and facility requirements detailed in the NQS in such a way that it imbues the Service with the capacity to meet its other requirements for day-to-day operations, particularly the way the Service educates and cares for children.

The findings of the assessment of the plan’s ability to support the Service in meeting the requirements of the NQS are summarised in the table below.

Standard		Assessment
<b>Standard 3.1 Design – The design of the facilities is appropriate for the operation of a service.</b>		
3.1.1	Fit for purpose – Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Can comply
3.1.2	Upkeep – Premises, furniture and equipment are safe, clean and well maintained.	Can comply**
<b>Standard 3.2 Use – The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>		
3.2.1	Inclusive environment – Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Can comply
3.2.2	Resources support play-based learning – Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Can comply. To be detailed*
3.2.3	Environmentally responsible – The service cares for the environment and supports children to become environmentally responsible.	

\* Details of resources, materials and equipment for the Service will be provided by the client at a later stage. However, the plan has the capability to accommodate these in a way that will meet the requirements and intent of the National Quality Standard 2011.

\*\*The plan supports this element. Management’s policies and procedures, and the program need to follow through.

### Discussion

The plan has the ability to support the Centre in meeting or exceeding the requirements of the National Quality Standard 2011. All of the aspects of the plan worthy of special mention listed in earlier sections are relevant here.

## 9. Consistency – Early Years Learning Framework 2009

Early education and care services must be able to support the implementation of a curriculum consistent with the National Early Years Learning Framework 2009. The findings of the assessment of the plan for its ability to support such a curriculum are summarised in the table below.

Learning Outcome	Assessment
<b>Outcome 1 Children have a strong sense of identity</b>	
Children feel safe and secure.	Can support
Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.	Can support
Children develop knowledgeable and confident self-identities.	Can support
Children learn to interact in relation to others with care, empathy and respect.	Can support
<b>Outcome 2 Children are connected and contribute to their world</b>	
Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.	Can support
Children respond to diversity with respect.	Informational
Children become aware of fairness.	Informational
Children become socially responsible and show respect for the environment.	Can support
<b>Outcome 3 Children have a strong sense of wellbeing</b>	
Children become strong in their social and emotional wellbeing.	Can support
Children take increasing responsibility for their own health and physical wellbeing.	Can support
<b>Outcome 4 Children are confident and involved learners</b>	
Children develop dispositions for learning such as curiosity, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.	Can support
Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.	Can support
Children transfer and adapt what they have learned from one context to another.	Informational
Children resource their own learning through connecting with people, place, technologies and natural and processed materials.	Can support
<b>Outcome 5 Children are effective communicators</b>	
Children interact verbally and non-verbally with others for a range of purposes.	Can support
Children engage with a range of texts and gain meaning from these texts.	Informational
Children express ideas and make meaning using a range of media.	Can support
Children begin to understand how symbols and pattern systems work.	Informational
Children use information and communication technologies to access information, investigate ideas and represent their thinking.	Can support

## Discussion

The plan for Grace Village Early Learning Regentville has the ability to support a curriculum that either meets or exceeds the requirements of the Early Years Learning Framework.

## 10. Summary of findings

The plan for Grace Village Early Learning Regentville located at 49 Gibbes Street, Regentville NSW 2745 by Joseph Toth (Envision Group), either, with two departures – which can be readily addressed – meets or exceeds the relevant federal, state, and council regulatory requirements. The first is the line-of-sight into the 3 – 5 years bathroom on the Ground Floor which requires educators to be mindful to stand so that they can supervise the children while they access the bathroom. The second is that the size of the outdoor play area on the First Floor can only accommodate ten (10) children at any given time. However, the Centre’s play-based program will minimise the likelihood of more than this number of children wanting to be outside at the same time. Further, educators will pre-empt this and engage the children in indoor activities should the need arise.

Aspects of the plan worthy of special mention are:

- Abundance of natural light and fresh air into all indoor playrooms;
- Generous unallocated space in the dining room area;
- Creative design and extent to which natural elements are incorporated in the external play areas; and,
- Number of toilets and handbasins exceed requirements and increase the functionality of these areas during transition times.

The plan has the capacity to support a high quality early education and care service.