



Education Review Office
Te Tari Arotake Mātauranga

North Haven Child Care & Education Centre
Timaru

Confirmed

Education Review Report

North Haven Child Care & Education Centre

Timaru

6 December 2016

1 Evaluation of North Haven Child Care & Education Centre

How well placed is North Haven Child Care & Education Centre to promote positive learning outcomes for children?

Not well placed

Requires further
development

Well placed

Very well placed

ERO's findings that support this overall judgement are summarised below.

Background

North Haven Childcare and Education Centre is a community-based early childhood service. It provides education and care for up to 50 children aged from three months to school age. Infants and toddlers play and learn in spacious indoor and outdoor areas, separate from the older children. The centre is governed by the Aoraki Community Education Trust board and managed by the North Haven Management Committee. In 2015 the management committee restructured the centre leadership positions. There is now a Head Teacher and a deputy Head Teacher who provide leadership to the teams and work within centre programmes. They are assisted in the overall running of the centre by an experienced administrator.

The management committee, leaders and teachers have received Ministry of Education support to address the key next steps identified in the 2014 ERO report. Critical areas for improvement included strengthening leadership, consistency of teachers' practices, strategic planning, programme planning, strengthening bicultural practice, reviewing the philosophy and developing internal evaluation practices. The leaders and teachers have made some useful progress on most of the next steps. These next steps remain areas to further develop and strengthen in order to sustain the progress and improvements made.

The Review Findings

Children's sense of wellbeing and belonging is supported by staff who know them well and care about them and their learning. The children are settled, have friendships, and play well together and alongside each other. They confidently make choices, approach teachers for help and enjoy the friendships they have with one another. Teachers deliberately build children's oral language and social skills.

Infants and toddlers are well supported in their learning and development. They benefit from teachers who are warm, caring and nurturing. Teachers are responsive to children's verbal and non-verbal cues and their care needs.

There has been stable staffing for the past eighteen months. This has enabled centre leaders and teachers to make good progress on building consistent and collaborative teaching practices to support children's learning.

Teachers' improved understanding of teaching and learning has helped them know the individual children well and notice where children need support. Leaders and teachers have ongoing communication with families about their children to better plan for children's learning.

Teachers have made good progress in assessing learning and planning, and implementing ways to support the learning of individual children. Centre leaders have recently implemented a framework to help support and guide teachers in the way they assess and plan for individuals. They could now strengthen guidelines to ensure the system for planning is well developed and consistently implemented.

The centre philosophy reflects the shared values and beliefs of staff and families. The next step is for leaders, teachers, parents and children to identify curriculum priorities and desired outcomes for children's learning. These should be visible in the centre philosophy, supported by group and individual programmes, and used to guide internal evaluation.

Leaders and teachers have used internal evaluation well to make improvements to aspects of the centre programme and practices. Through internal review they have identified next steps for development. These include a greater awareness of the need to better reflect children's language, culture and identity through documentation and within the programmes. The internal evaluation process would be further improved by using evaluative questions and further refining and using indicators (criteria showing what good practice looks like) at all the stages of the evaluation.

The centre leaders and teachers have identified bicultural development as a key goal for the centre. Children sing waiata, hear some te reo Māori and experience aspects of tikanga Māori. To build children's familiarity with Māori culture, values and perspectives, the committee, leaders and teachers now need to plan how they will implement and monitor progress with this goal over time.

The new leadership team has benefited from external professional learning to assist leaders in their roles. They will need ongoing support to help them continue to embed and sustain improvements made and address the key next steps in this report.

Leaders are implementing a new system to appraise teachers and staff. This is work in progress and, once a clearer procedure has been developed and cultural competencies for teachers have been included, work will need to focus on embedding and sustaining the system.

The management committee members have had targeted training to help them understand their roles and responsibilities in the centre's operation. Their strategic plan identifies values and important goals for the centre, including an appropriate focus on ongoing sustainability and a commitment to the Treaty of Waitangi. The values could be strengthened by including Māori perspectives. Short-term planning needs to more clearly show the actions planned to meet the strategic goals with a stronger focus on ongoing monitoring and evaluative reporting.

Key Next Steps

The centre leaders identified, and ERO agrees, that the following next steps are to further develop and strengthen:

- the centre philosophy to include desired outcomes for children's learning
- assessment, planning and evaluation to support the provision of a rich, relevant curriculum
- internal evaluation
- the appraisal system
- bicultural programmes and practices
- strategic planning/annual planning and evaluative reporting.

Management Assurance on Legal Requirements

Before the review, the staff and management of North Haven Child Care & Education Centre completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.


All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

In order to improve current practice, the risk-management systems for outings need strengthening, in particular where high-risk activities are planned.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of North Haven Child Care & Education Centre will be in three years.



Dr Lesley Patterson
Deputy Chief Review Officer Te Waipounamu Southern

6 December 2016

The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in [SECTION 3](#) of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

2 Information about the Early Childhood Service

Location	Timaru		
Ministry of Education profile number	70421		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 15 aged under 2		
Service roll	56		
Gender composition	Girls: 30 Boys: 26		
Ethnic composition	Māori	6	
	Pākehā	42	
	Samoan	1	
	Other	7	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:9	Better than minimum requirements
Review team on site	October 2016		
Date of this report	6 December 2016		
Most recent ERO report(s)	Education Review	June 2014	
These are available at www.ero.govt.nz	Education Review	April 2011	
	Education Review	September 2007	

3 General Information about Early Childhood Reviews

ERO's Evaluation Framework

ERO's overarching question for an early childhood education review is 'How well placed is this service to promote positive learning outcomes for children?' ERO focuses on the following factors as described in the bicultural framework [Ngā Pou Here](#):

Pou Whakahaere – how the service determines its vision, philosophy and direction to ensure positive outcomes for children

Pou Ārahi – how leadership is enacted to enhance positive outcomes for children

Mātauranga – whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children

Tikanga whakaako – how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* – self review and of *whanaungatanga* – partnerships with parents and whānau.

ERO evaluates how well placed a service is to sustain good practice and make ongoing improvements for the benefit of all children at the service.

A focus for the government is that all children, especially priority learners, have an opportunity to benefit from quality early childhood education. ERO will report on how well each service promotes positive outcomes for all children, with a focus on children who are Māori, Pacific, have diverse needs, and are up to the age of two.

For more information about the framework and Ngā Pou Here refer to [ERO's Approach to Review in Early Childhood Services](#).

ERO's Overall Judgement and Next Review

The overall judgement that ERO makes and the timing of the next review will depend on how well placed a service is to promote positive learning outcomes for children. The categories are:

- Very well placed – The next ERO review in four years
- Well placed – The next ERO review in three years
- Requires further development – The next ERO review within two years
- Not well placed - The next ERO review in consultation with the Ministry of Education

ERO has developed criteria for each category. These are available on [ERO's website](#).

Review Coverage

ERO reviews are tailored to each service's context and performance, within the overarching review framework. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.

North Haven Child Care & Education Centre

From: Alison Runyard <Alison.Runyard@ero.govt.nz>
Sent: Tuesday, 6 December 2016 3:23 p.m.
To: North Haven Child Care & Education Centre
Subject: Confirmed Education Review Report for North Haven Child Care & Education Centre (70421)
Attachments: North Haven Child Care & Education Centre (70421) Confirmed Education Review Report.pdf
Importance: High

6 December 2016

Confirmed Education Review Report for North Haven Child Care & Education Centre (70421)

Thank you for your response to our unconfirmed report.

I attach your confirmed Education Review Report, which will also be on ERO's website two weeks after the date of this email.

The confirmed ERO report signals that your service is **Well Placed** to promote positive learning outcomes for children and that ERO will return to your service within three years.

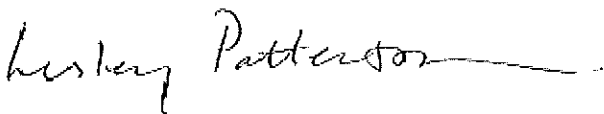
Using the findings of your review report

We anticipate that you will address the key next steps noted in your report to help achieve positive outcomes for all children attending your service.

We expect that you will share your early childhood service's report with your community.

We invite feedback about the review process from all early childhood services following the confirmation of their ERO report. Please go to our website to complete an [online questionnaire](http://www.ero.govt.nz/Review-Process/For-Early-Childhood-Services-and-Nga-Kohanga-Reo/Questionnaire-about-your-ERO-review): (www.ero.govt.nz/Review-Process/For-Early-Childhood-Services-and-Nga-Kohanga-Reo/Questionnaire-about-your-ERO-review).

Nāku noa



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pp

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Ko te Tamaiti te Pūtake o te Kaupapa

The Child - the Heart of the Matter

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