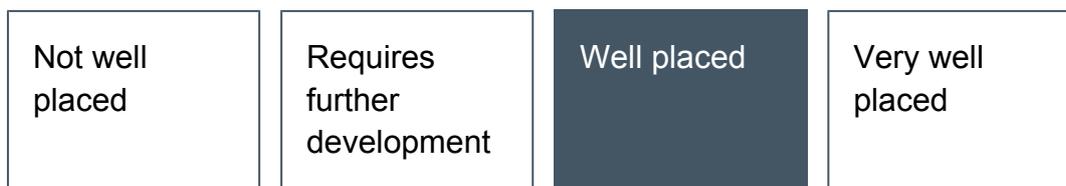


Parua Bay Childcare Education Review

- 2 Information about the Early Childhood Service
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Evaluation of Parua Bay Childcare

How well placed is Parua Bay Childcare to promote positive learning outcomes for children?



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

Background

Parua Bay Childcare is a purpose-built centre in a semi-rural, coastal location 20kms from Whangarei. The centre is licensed for up to 60 children including 20 up to the age of two years. It continues to be owned by two couples and operates under the umbrella of the Educare Early Learning Centres group. Staff value the full support they receive from their management team.

The 2012 ERO report noted that children and families benefit from warm and trusting relationships. It also noted the calm and supportive learning environment, the well developed gardens and the natural resources and equipment designed to encourage children's exploration and independent play. These features continue to be evident throughout the centre.

Teachers have responded well to the recommendations in ERO's 2012 report. They have continued to strengthen programme planning, assessment and evaluation of children's learning. Managers have also addressed concerns ERO had about staff appraisals. These are now conducted yearly.

The centre's philosophy is well enacted and reflected in programmes and interactions. Creating a whānau-friendly place is at the heart of the centre's philosophy. Children are seen as capable and confident learners and are supported to make valuable contributions to their community.

The Review Findings

Children at Parua Bay Childcare benefit from the deep respect teachers show them. Emphasis has been placed on creating an environment that honours children's learning and development. Children have access to good resources that challenge and support their learning. They also have opportunities to learn about the importance of caring for the environment. The carefully designed learning spaces provide a home-like feel. This promotes children's sense of belonging, and encourages them to express their ideas and direct their own learning.

Teachers use Te Whāriki, the early childhood curriculum to guide the programme. They support parents' understanding of the curriculum. A comprehensive information board explains the programme for parents. Teachers are continuing to develop strategies to further enhance and document their planning, assessment and evaluation practices. Centre leaders and teachers agree that including parent voice and strengthening parent partnership in programme planning would be valuable.

Inclusive practices are evident in the centre. Teachers know children and families well. They recognise and value families' cultural backgrounds and their uniqueness. Teachers have developed respectful relationships with Maori whānau and support tamariki in using te reo confidently. They are introducing Māori values and dispositions to guide their programme.

Positive centre leadership promotes a culture of on-going improvement. Managers, team leaders and teachers acknowledge the value of collaborative and meaningful professional learning. They are considering how to further support teachers' professional growth and promote shared leadership among teachers in the centre.

The centre is well governed and managed. An up-to-date policy framework guides centre practices. Centre leaders are building good capacity to improve outcomes for children. A strategic planning document and self-review processes have been established. Staff are continuing to refine and extend these. Formal self review of the centre's bicultural practices is planned for this year.

Key Next Steps

Centre managers and team leaders agree that the key next steps include strengthening:

- documented planning, assessment and evaluation practices
- the alignment of strategic and annual planning to better inform centre development
- leadership practices to support and promote teachers' professional growth
- self-review processes across all areas of the centre.

Management Assurance on Legal Requirements

Before the review, the staff and management of Parua Bay Childcare 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.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Parua Bay Childcare will be in three years.

Dale Bailey

Deputy Chief Review Officer Northern

10 April 2015

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	Parua Bay, Whangarei	
Ministry of Education profile number	45341	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	60 children, including up to 20 aged under 2	
Service roll	79	
Gender composition	Girls 47 Boys 32	
Ethnic composition	Māori	13
	NZ European/Pākehā	59
	other European	7
Percentage of qualified teachers	80% +	
	0-49% 50-79% 80%+	
Based on funding rates		
Reported ratios of staff to children	Under 2	1:4
	Over 2	1:8
		Better than minimum requirements
		Better than minimum requirements
Review team on site	January 2015	
Date of this report	10 April 2015	
Most recent ERO report(s)	Education Review	June 2012

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.