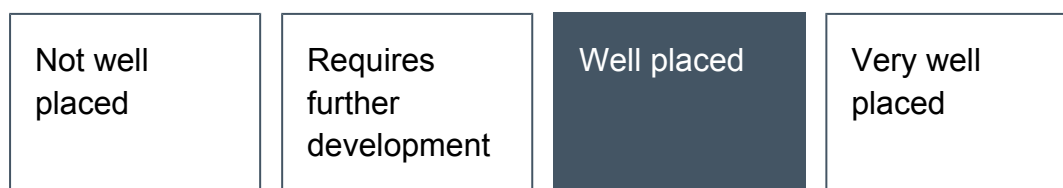


Taupiri Educare Ltd Education Review

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Evaluation of Taupiri Educare Ltd

How well placed is Taupiri Educare Ltd to promote positive learning outcomes for children?



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

Background

Taupiri Educare Ltd was established in 2013 and is situated north of Hamilton close to Taupiri the ancestral mountain of Waikato/Tainui. It offers an all day early childhood education and care service in a purpose designed building. The service is licensed for 75 children including 20 up to two years of age and 19 children are identified as being of Māori descent. There were 50 children enrolled at the time of this ERO review and roll numbers in the up-to-two year old section are growing.

Taupiri Educare Ltd is part of a group of ten centres, owned by the directors of Educare Early Learning Centres situated in Whangarei and Wellington. These centres are supported by a group of managers with responsibility for general operations including finance, human resources and professional learning and development.

The day-to-day operation of the services is delegated to a centre manager who is also an owner/director of the Educare company. Recent changes in staffing, has resulted in the manager prioritising the appointment of new teachers, and ensuring that all staff have a shared understanding and commitment to the values and vision of the Educare organisation. Four of the five teaching team are fully registered teachers.

The centre philosophy places a strong emphasis on building respectful, reciprocal and trusting relationships among children, families, staff and management. A robust strategic plan, which includes professional teaching and learning goals, guides the organisations future developments.

Organisational policies, procedures and guidelines provide clear direction for the centre and its community. Clear standards and expectations are set. The extent to which the service values the Treaty of Waitangi is reflected in its policies and practices.

Professional learning and development is managed by a national coordinator. An extensive programme addresses individual, group and centre needs. Ongoing teacher participation has enhanced assessment and self review practices, leadership and information and communication technologies. The Educare organisation focus for 2015 is on bicultural practices.

The Review Findings

Children and their families are warmly welcomed into the centre. Trusting, respectful and caring relationships are evident. The vision of 'learn, laugh and play' is reflected in interactions, which encourage a strong sense of fun, well being and belonging. Children benefit from positive social experiences.

Teachers actively listen and engage children in a wide range of learning situations. Conversations encourage open communication and the development of oral language skills. Children have extensive opportunities to be involved in sustained play and learning. The outdoor environment offers children a range of opportunities that test their ability and skills. They are physically and mentally challenged to explore and try new ways of doing things.

The mixed-age group setting promotes learning for all children. Tuakana-teina relationships are encouraging because older children willingly take responsibility for the wellbeing of their younger peers. Babies and toddlers experience one-to-one interactions with adults and an area is provided for babies to safely explore using appropriate resources and equipment.

The quality of the up-to-two area requires careful monitoring as the number of babies and toddlers increase or fluctuate. Knowledgeable and experienced staff should ensure the quality of care and the specific interests and needs of babies and toddlers are well maintained.

Programme planning needs to extend learning. As children progress through the different phases of the programme more complex learning situations are needed to encourage more independence, problem solving and critical thinking.

The centre reflects the flora, fauna, history of te maunga, te whenua and te awa ō Waikato/Tainui. For Māori children and their whānau a strong sense of belonging is quickly established. Te reo and tikanga Māori practices are developing and are frequently used in everyday activities and discussions. Children's awareness and knowledge is increased from the sharing of Aotearoa/New Zealand's bicultural heritage.

Individual child portfolios show children participate in rich learning experiences that are celebrated and shared with families. Teachers value the aspirations that parents and whānau have for their children. They are beginning to use this knowledge to promote and plan authentic learning and play experiences for children. Parents appreciate the friendly staff and the many opportunities they have to participate in the programme and social events.

Under the effective leadership of the centre manager, teachers are clearly focused on improvements that promote positive outcomes for children. Self-review processes identify relevant areas for ongoing future development and encourage teachers to reflect on their practice.

Key Next Steps

Centre management and ERO agree the next steps for ongoing development and review are to strengthen:

- assessment processes to reflect children's learning and progress overtime
- teaching practice to add more complexity to children's learning and further promote opportunities for critical thinking and problem solving
- the quality and provision for up-to-two year olds as roll numbers increase in that area
- the alignment of the strategic plan to the quality of teaching and learning programmes.

Management Assurance on Legal Requirements

Before the review, the staff and management of Taupiri Educare Ltd 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 Taupiri Educare Ltd will be in three years.

Dale Bailey

Deputy Chief Review Officer Northern

16 March 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	North of Hamilton		
Ministry of Education profile number	46277		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	75 children, including up to 20 aged under 2		
Service roll	50 including 6 aged under 2		
Gender composition	Boys 30 Girls 20		
Ethnic composition	Māori	19	
	NZ European/Pākehā	26	
	Other	3	
	Other European	2	
Percentage of qualified teachers	80% +		
	0-49%	50-79%	80%+
Based on funding rates			
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	February 2015		
Date of this report	16 March 2015		

Most recent ERO report(s)

No previous ERO reports

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.