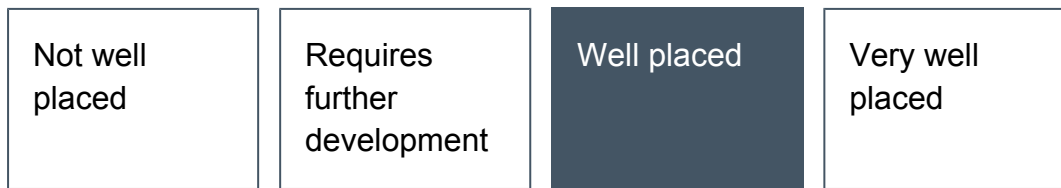


# Tikipunga Educare Education Review

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## Evaluation of Tikipunga Educare

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



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

### Background

Tikipunga Educare, located in Tikipunga, Whangarei, offers all day early childhood education and care in a renovated building. The centre is licensed for a maximum of 50 children, including 16 up to the age of two years. Children are accommodated in three age-related rooms and share the hard surfaces in the outdoor area, which is made attractive by extensive planting. The centre prepares and provides nutritious meals for the children.

The service's philosophy reflects the aims of Te Whāriki, the early childhood curriculum, and encompasses the dual heritage of Aotearoa New Zealand.

Tikipunga Educare is part of a group of ten centres owned by the directors of Educare Early Learning Centres and is supported by the organisation's general manager. The umbrella organisation provides administrative and professional support.

The centre manager at Tikipunga Educare oversees the day to day management of the centre. There have been many changes to the staff since the 2011 ERO review and the centre manager has focused on creating a new, strongly committed team.

The centre management has responded positively to recommendations made in the 2011 ERO report and is continuing to make appropriate changes to the service provided.

### The Review Findings

Children and the families are warmly welcomed to the centre. Children settle quickly to chosen activities and are well supported by teachers to extend and challenge their learning. Parents report they appreciate the openness of the teachers and the friendly atmosphere of the centre. Some families have a longstanding relationship with the centre that extends over generations.

Parents particularly note that teachers know their children well. Respectful and trusting relationships between adults and children are evident. Teachers have good relationships with parents and communicate regularly about their child's participation in the programme. Parents and whānau are regularly invited to celebrate and participate in special events held at the centre.

Affectionate and caring relationships between adults and babies and toddlers are evident in the under two area. The service's routines encourage children's independence. Teachers promote children's language development and offer children support with their chosen activity.

The centre follows inclusive practices. The owners and centre manager ensure that all enrolled children can participate in early childhood experiences. They work closely with external agencies to provide help for children requiring extra specialist support. The centre manager has identified that the next step is to provide a more culturally responsive programme for Pacific children, in line with the Ministry of Education's Pasifika Education Plan 2013 – 2017.

The Educare organisation promotes the bi-cultural heritage of Aotearoa/New Zealand in all their centres. Tikipunga Educare has employed a teacher to support staff and children in developing their confidence in further implementing aspects of tikanga Māori in the programme. The centre environment reflects bicultural aspects. To promote further developments, the centre manager could now evaluate the effectiveness of approaches used to increase success for Māori children as Māori.

Teachers work closely together and recognise and value each other's teaching strengths. They provide a good quality teaching and learning programme. Children have many opportunities to explore and problem-solve with the wide variety of natural resources offered. Teachers are well placed to reflect on how to further promote children's learning.

Teachers participate in appropriate professional learning and are currently involved in increasing their understanding of mathematics within the learning programme. They have also looked at ways to gather parent and whānau aspirations for their children. Teachers are beginning to use these aspirations while planning further learning for the children.

Teachers are considering ways to make better use of information gathered about the

children's learning. They are beginning to strengthen their planning so that it meets individual children's interests and dispositions for learning.

The centre is well managed and is strongly supported by the umbrella organisation. Its direction statement includes the centre philosophy and the manager's vision. The philosophy and vision statements are reviewed regularly for their effectiveness in relation to outcomes for children. The value of these documents would be increased if key concepts were further defined to help develop shared understandings amongst staff. The defined concepts could then form part of the centre's performance management processes.

Self review is an area that the centre is developing. Teachers are participating in organisation-wide and centre-wide self review. As a result of the externally supported professional learning, teachers have begun to make improvements to the programme.

### Key Next Steps

ERO and the owners and centre manager agree that key next steps for improvement include:

- providing opportunities to further develop teachers' leadership skills
- increasing the usefulness of self review to support ongoing centre improvement
- continuing to improve the use of assessment information to inform ongoing planning for individual children.

### Management Assurance on Legal Requirements

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

Dale Bailey  
National Manager Review Services  
Northern Region

3 December 2014

## 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	Tikipunga, Whangarei		
Ministry of Education profile number	10178		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 16 aged under 2		
Service roll	58		
Gender composition	Boys 34 Girls 24		
Ethnic composition	Māori	35	
	NZ European/Pākehā	15	
	Cook Island Māori	2	
	South African	1	
	other	5	
Percentage of qualified teachers	80% +		
	0-49% 50-79% 80%+		
Based on funding rates			
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	October 2014		
Date of this report	3 December 2014		

Most recent ERO report(s)	Education Review	May 2011
	Education Review	July 2007
	Education Review	June 2004

### 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.