

# Te Pahu Preschool Group Education Review

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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

## About The Centre

|                                      |   |
|--------------------------------------|---|
| Location                             | Te Pahu   |
| Ministry of Education profile number | 34046   |
| Type                                 | Education and Care Service  |
| Number licensed for                  | 30 children aged 2 and over   |
| Roll number                          | 44  |
| Gender composition                   | Girls 23<br>Boys 21   |
| Ethnic composition                   | New Zealand European/Pākehā 40<br>Other 4   |
| Review team on site                  | February 2010   |
| Date of this report                  | 6 April 2010  |
| Previous ERO reports                 | Education Review June 2007<br>Education Review June 2004<br>Accountability Review August 1999<br>Assurance Audit May 1994<br>Assurance Audit May 1993<br>Review December 1991 |

## The Education Review Office (ero) Evaluation

Te Pahu Preschool is a community run centre located in the rural district of Te Pahu, west of Hamilton. The centre provides education and care for children ranging from two years to school age and operates Monday to Thursday with a current roll of 44. On Friday, the centre provides a venue for a mixed age play group for children from the local and wider community. A large parent management committee oversees the running of the centre.

The close partnership between centre and community underpins all aspects of centre operations. Parents contribute fully to their children's education with teachers and management working collaboratively in providing high quality education for children.

The educational programme successfully integrates all essential learning areas and is underpinned by Te Whāriki, the Early Childhood Curriculum. Literacy and mathematical activities are meaningfully introduced and developed through children's interests and sustained play.

Children enjoy learning in a richly resourced, well prepared and inviting learning environment that encourages participation and motivates investigation, exploration and imaginative play. Relationships in the centre are positive, warm and affirming with teachers using an appropriate range of strategies to engage children. Children have fun in a safe, stimulating learning environment.

Children are developing as confident, competent learners in a caring community where each child's individuality is valued. Children experience a rich programme that supports their developing skills, knowledge and attributes.

The next step for the centre is to further develop self-review and planning practices.

### Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is likely to review the service again as part of the regular review cycle.

## Review Priorities

### The Focus of the Review

Before the review, the management of Te Pahu Preschool was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the centre to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the management and staff. This discussion focused on existing information held by the centre (including self-review information) and the extent to which potential issues for review contributed to positive outcomes for children at Te Pahu Preschool.

All ERO education reviews in early childhood focus on the quality of education. For ERO this includes the quality of:

- the programme provided for children;
- the learning environment; and
- the interactions between children and adults.

ERO's findings in these areas are set out below.

### The Quality of Education

#### Background

Te Pahu Preschool continues to operate a high quality education and care service. The centre's philosophy is that it is 'a community run preschool with strong links to the community and a commitment to provide a variety of experiences which extend children's development, social skills, confidence and allow each child to grow and develop as individuals recognizing their multicultural heritage'.

#### Areas of good performance

The centre continues to provide high quality education and care for children and families in the local and wider community.

Relationships and interactions: Positive and caring relationships at all levels are a strong feature of the preschool. Notable aspects include:

- mutual respect between teachers and children with trusting relationships strongly

evident;

- teachers using an effective range of teaching strategies that support, affirm and value children in their learning and development;
- parents are welcome and regular open communication taking place between teachers and families that supports children's holistic development;
- parents regularly availing themselves of the opportunities to participate and contribute to the programme; and
- the preschool being a meeting point for families and a valuable venue for parent networking.

Community links: A strength of the centre is the extensive links that have been forged in the local and wider community. These include:

- regular trips to places of interest both locally and further afield;
- visitors to the centre sharing their experiences, knowledge and skills with children;
- organised special event days such as grandparent day and pet day;
- daily parental involvement in programme delivery; and
- strong links with the local primary school which include reciprocal visits, shared activities and information evenings for parents.

Engagement in learning: As identified in the 2007 ERO report children continue to enjoy learning in a richly resourced and stimulating environment that encourages participation and motivates investigation and exploration. Teachers put considerable thought into preparing activities and experiences that cater for the wide range of interests and abilities of children. Children have fun in a safe, high-quality learning environment that enables them to initiate and take increased responsibility for their learning.

Programme: The programme successfully integrates all essential learning areas of the curriculum. Features include:

- literacy and mathematical activities naturally integrated into children's play;
- individual child portfolios that document participation and learning;
- teachers planning experiences to cater for children's interests that are underpinned by Te Whāriki principles, strands and learning outcomes; and
- opportunities for each child's ongoing social, emotional and intellectual development through sustained and imaginative play.

Management: The centre's smooth operation can be attributed to the effective parent management committee who work collaboratively with staff. They have clear roles and responsibilities and meet regularly to discuss activities and plan centre operations. Teachers and parents work collegially to provide high quality educational experiences for children.

All of the above contribute to children developing as confident, competent learners with a strong sense of belonging in a caring community that values each child's individuality. Rich programme experiences and social interactions support children's development of transferable, life-long learning dispositions, skills and knowledge. The centre philosophy is clearly evident in practice.

### Areas for further development

Planning: The current strategic plan does not articulate expected outcomes. This makes evaluating its impact difficult. Developing and refining planning with increased emphasis on teaching and learning should support management and teachers to maintain and improve the quality of education and centre operations.

Self review: Self review is at an early stage of development. Formalising and documenting procedures guiding self review is likely to assist in evaluating progress and planning for improvement.

## National Evaluation Topic

### Overview

ERO provides information about the education system as a whole through its national reports. This information will be used as the basis for long term and systemic educational improvement.

### Literacy Teaching and Learning

When children understand, enjoy, engage with, and use language and symbols they are better able to express their individual identity and become active participants in a literate society. As part of this review ERO looked at literacy practices, particularly the opportunities provided for children to develop strong literacy learning foundations.

In this service children's literacy learning opportunities included:

- a literacy rich print environment;
- free access to drawing and writing tools;
- an extensive library of books and learning stories;
- recording their own stories;
- parents reading to children from their favourite books at mat time or throughout the day;
- children's portfolios; and
- a library on child raising, learning and development available for parents and teachers.

## Management Assurance On Compliance Areas

### Overview

Before the review, the licensee and staff of Te Pahu Preschool completed an ERO Centre Management Assurance Statement and Self-Audit Checklist. In these documents they have attested that they had taken all reasonable steps to meet their legislative obligations related to:

- administration;
- health, safety and welfare;
- personnel management; and
- financial and property management.

During the review, ERO checked the following items because they have a potentially high impact on outcomes for children:

- emotional safety (including behaviour management, prevention of bullying and abuse);
- physical safety (including behaviour management, sleeping and supervision practices; accidents and medication; hygiene and routines; travel and excursion policies and procedures);
- staff qualifications and organisation; and
- evacuation procedures and practices for fire and earthquake.

ERO's investigations did not identify any areas of concern.

## Recommendation

ERO and the centre management agreed that:

6.1 management and staff work together to:

- develop a strategic plan that includes expected outcomes; and
- formalise and document procedures and practices for self review.

## Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is likely to review the service again as part of the regular review cycle.

Richard Thornton  
National Manager Review Services

Northern Region

6 April 2010

6 April 2010

To the Parents and Community of Te Pahu Preschool

These are the findings of the Education Review Office's latest report on Te Pahu Preschool.

## Community Page

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When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or licensee if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the centre or see the ERO website,

<http://www.ero.govt.nz>.

Richard Thornton  
National Manager Review Services

Northern Region

## GENERAL INFORMATION ABOUT REVIEWS

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve quality of education for children in early childhood centres; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on outcomes for children and build on each centre's self review.

### Review Focus

ERO's framework for reviewing and reporting is based on four review strands.

- Quality of Education - including the quality of the programme provided for children, the quality of the learning environment and the quality of the interactions between staff and children and how these impact on outcomes for children.
- Additional Review Priorities - other aspects of the operation of a centre, may be included in the review. ERO will not include this strand in all reviews.
- Areas of National Interest - information about how Government policies are working in early childhood centres.
- Compliance with Legal Requirements - assurance that this centre has taken all reasonable steps to meet legal requirements.

## Review Coverage

ERO reviews do not cover every aspect of centre performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to positive outcomes for children and useful to this centre.

## Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a centre is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this centre.