



Education Review Office
Te Tari Arotake Mātauranga

Paihia Early Childhood Centre
Paihia, Northland

Confirmed

Education Review Report

Paihia Early Childhood Centre

Paihia, Northland

30 June 2017

1 Evaluation of Paihia Early Childhood Centre

How well placed is Paihia Early Childhood Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Paihia Early Childhood Centre is one of two services with the same ownership. It is licensed for 50 children, including 20 up to two years of age, from the increasingly diverse local community. The majority of children are of Māori heritage. The centre offers full-day or part-time attendance options to suit whānau. There are two indoor spaces. Three large outdoor areas cater for the oldest children, those up to two years of age, and for older toddlers.

The centre's philosophy was developed by the owners and staff. The resulting document, Ngā Pou o Paihia Early Childhood Centre, has established shared agreement and understanding about the direction of the centre. It provides information for staff and parents about the beliefs and values that underpin the programme, and has helped to strengthen teachers' understanding about internal evaluation.

The owners have significant experience in early childhood education and management. They provide governance for the centre. Three lead teachers share responsibility for the day-to-day management and operation of the centre, with the help of an administrator.

The 2014 ERO review reported positively about children's play and learning opportunities. Programme planning was effective and governance was well established. ERO suggested that next steps for the centre included improving internal evaluation and aligning teachers' performance management with the centre's strategic goals. There has been sustained improvement in all areas, with a positive impact on the quality of programmes for children.

The Review Findings

Children settle quickly at the start of the day. They are highly engaged and confident, and enjoy being with teachers and their friends. Children make decisions about their learning and choose from a wide range of inviting and well-presented activities and experiences.

Teachers work closely with children to support their learning and extend their understanding of positive social interactions. They support children's oral language and understanding through

frequent conversations, open-ended questions and everyday use of te reo Māori. Teachers have established baby-sign as a way for pre-verbal children to communicate their wants and needs.

Children up to two years of age are cared for in calm and respectful ways. They have trusting relationships with teachers, and are settled and busy with self-chosen play. Teachers engage them frequently in conversations. Consistent caregiving enables teachers to respond appropriately to each child. Care routines are recognised as times to play and learn. Teaching practices reflect a concept of aroha that includes compassion, connectedness and obligations to whānau.

Teachers respect older children as competent, capable learners, and leaders of their own learning. Children make decisions and learn to take responsibility for themselves, others and the environment. Improvements in the environment provide increasing opportunities for children explore, engage and investigate.

Teachers work together as a collegial and collaborative team. They have developed strong partnerships with whānau and know children well. Teachers provide a culturally responsive and inclusive curriculum in which all children are welcomed and included. In particular, teachers work with parents of children with diverse needs to ensure that they establish a partnership of care for these children.

A bicultural curriculum, developed alongside the centre's philosophy, recognises te Tiriti o Waitangi as a founding document, and enables all children to learn about te ao Māori. There is a sense of ako in the centre with teachers learning with and alongside children. Te reo and tikanga Māori are included in the programme well. Teachers' understanding has been strengthened through community contacts with a kaumātua, and through their willingness to improve their bicultural practices.

Transitions into and through the centre are well managed. Teachers have formed good relationships with local schools and make efforts to help children to be familiar with the expectations of school teachers. Teachers continue to review the opportunities children have for literacy, mathematics and science learning, and to strengthen the inclusion of these areas in the everyday play programme.

The governance and management processes provided by the owners support the teaching team well. Trusting and professional relationships have been developed. There are clear systems in place to guide centre operations. Owners provide good leadership, mentoring and coaching that helps to build teachers' capability. Professional development opportunities have informed and improved teaching practices.

Key Next Steps

The next step for the centre is to continue to evaluate and revise the planning cycle, policies and procedures. Clear documentation of roles in the centre and the new teacher appraisal process should continue to build the capability and confidence of teachers as the leaders of the centre.

Management Assurance on Legal Requirements

Before the review, the staff and management of Paihia Early Childhood 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.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Paihia Early Childhood Centre will be in four years.



Violet Tu'uga Stevenson
Deputy Chief Review Officer Northern (Acting)

30 June 2017

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	Paihia, Northland		
Ministry of Education profile number	11555		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 20 aged under 2		
Service roll	57		
Gender composition	Girls	30	
	Boys	27	
Ethnic composition	Māori	28	
	Pākehā	17	
	Indian	6	
	other	6	
Percentage of qualified teachers			
0-49%	50-79%	80%+	
<i>Based on funding rates</i>			
Reported ratios of staff to children	Under 2	1:4	Meets minimum requirements
	Over 2	1:8	Meets minimum requirements
Review team on site	May 2017		
Date of this report	30 June 2017		
Most recent ERO report(s)	Education Review	March 2014	
These are available at www.ero.govt.nz	Education Review	January 2011	
	Education Review	August 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.