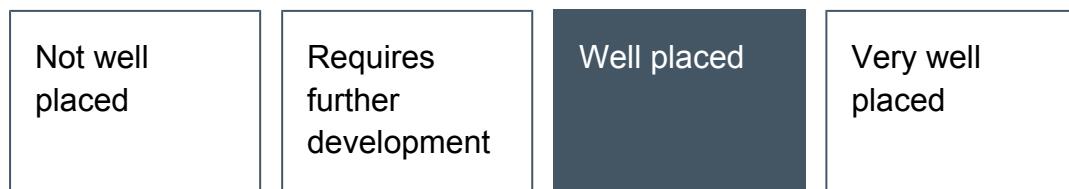


# Early Adventures Education Review

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## Evaluation of Early Adventures

How well placed is Early Adventures to promote positive learning outcomes for children?



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

### Background

Early Adventures in Orewa is a privately owned centre that provides full day care and education for children from two to five years of age. The centre opened in 2013 and operates from a well maintained renovated house. The centre owners appointed an experienced manager who has employed qualified registered teachers to staff the centre. This is the first review of the centre.

The Reggio Emilia based philosophy that promotes respectful and trusting relationships is evident in the learning programme. Staff have developed strong relationships with the community and work in partnership with parents and whānau.

Children attending the centre are representative of the diverse ethnic groups in the local community. Staff work at providing special events at times when working families are best placed to attend. These events provide good opportunities for parents and teachers to discuss children's progress.

### The Review Findings

Children demonstrate a sense of belonging in the centre. Teachers interact respectfully and responsively with children and their families, fostering a peaceful, settled and child-focussed learning atmosphere.

Teachers provide programmes with a focus on literacy, numeracy, science and the arts. They

prompt children's interests and support their learning in these areas. Good levels of challenge in the programme support children's thinking and discussions.

Children make choices about their play in a well resourced environment. They play collaboratively in small groups and individually. Children are confident communicators and are encouraged to lead their own learning.

Teachers support new children and their families into the centre. Parents and whānau are included in all aspects of the enrolment and settling in process. Transition to school is supported by the strong links the centre has with the local primary school.

Children and teachers share responsibility for daily routines. Children are inquisitive and teachers respond to their changing interests. Teachers are beginning to document the ways they support children's interests in children's portfolios. They could now also include more about each child's culture in these portfolios and in programme planning.

The manager and teachers are aware of the importance of bicultural practices and are developing ways to express these in the centre. Teachers are using the Ministry of Education resource Tātaiako - Cultural Competencies for Teachers of Māori Learners, to reflect on their own bicultural understandings and their work with Māori children and whānau.

A significant feature of the centre is the ongoing review and implementation of learning through art. Teachers have made changes to the provision and set up of the art area in response to children's interests. Older children are now helping the younger ones and children are creating more "elaborate" art works.

Teachers are motivated, enthusiastic and actively seek to improve outcomes for children. They are valued and well supported by centre leaders. They contribute to a shared professional learning environment. Professional development is planned in response to identified centre goals as well as teachers' individual goals.

The centre is very well managed. An efficient range of management systems, policies and procedures ensures effective centre operations. The manager has identified the need to develop reflective teacher practice along with robust appraisal practices.

### **Key Next Steps**

ERO and centre managers agree that the key next steps for the centre should include:

- continuing to use self review to develop and improve practice
- reviewing personnel and appraisal systems to increase their effectiveness in improving

outcomes for children.

### Management Assurance on Legal Requirements

Before the review, the staff and management of Early Adventures 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 Early Adventures will be in three years.

Dale Bailey  
National Manager Review Services  
Northern Region

20 August 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	Orewa, Auckland	
Ministry of Education profile number	46043	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	30 children, including up to 0 aged under 2	
Service roll	37	
Gender composition	Boys 19 Girls 18	
Ethnic composition	Māori 4 NZ European/Pākehā 24 Samoan 3 Tongan 2 Fijian 1 Filipino 1 Iranian 1 Tokelauan 1	
Percentage of qualified teachers	80% +  0-49% 50-79% 80%+	
Based on funding rates		
Reported ratios of staff to children Over 2	1:6	Better than minimum requirements
Review team on site	July 2014	
Date of this report	20 August 2014	

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](#).

## FRO'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.