

Sallywaggs Senior Kindergarten Education Review

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Evaluation of Sallywaggs Senior Kindergarten

How well placed is Sallywaggs Senior Kindergarten to promote positive learning outcomes for children?



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

Background

Sallywaggs Senior Kindergarten is a privately owned centre based in Waipukurau, Central Hawke's Bay. It is licensed to provide all day education and care for 30 children.

The kindergarten is part of the Sallywaggs Education and Care Services organisation. A new general manager was appointed in February 2014.

Spacious indoor and outdoor areas help children to follow their interests and to play independently or in small groups.

The Review Findings

Children learn in an environment where they are valued and affirmed for who they are and what they bring to their learning. A sense of belonging is promoted through strong, respectful relationships with families and whānau. Teachers seek and respond to parents' aspirations for their children. They provide ongoing opportunities for parents to contribute to the programme.

Teachers provide a curriculum that responds to individual children's strengths and interests. It reflects the rural background of the children. Literacy, mathematics and science are integrated. Children are able to explore their interests and have fun. Access to the wider Sallywaggs environment and regular outings to the library and other areas of interest in the community enrich children's learning experiences.

Profiles provide an attractive record of children's learning and involvement in a wide range of activities. These could be strengthened by showing how well children engage with literacy, mathematics and science learning. Ongoing discussion and observation of children's interests guide programme planning.

Children lead their own learning. They engage in cooperative play for sustained periods of time. Their independence is fostered through access to a good range of resources and activities. Natural resources are integrated. Routines are responsive to the children's needs and promote social skills.

Te ao Māori is appropriately reflected in the environment and routines. Teachers are growing in confidence with their use of te reo Māori.

Teachers work in partnership with parents of children with special education needs. Individual plans include strategies to enhance their learning. A planned transition process has been established. This effectively fosters children's security as they progress through the Sallywaggs' Kindergartens and on to school.

There is a strong focus on continual improvement. Teachers work collaboratively to promote positive outcomes for children. The new general manager is encouraging and supporting teachers and all staff to take on leadership roles and responsibilities.

Self review is used positively to bring about change and improvement. There is a well-established process. Strengthening teachers' knowledge and understanding of self review and evaluation should support improved outcomes for children.

Teachers are highly reflective. They work collaboratively to support children's learning. The new general manager is encouraging and supporting teachers to take on leadership roles and responsibilities. There is a strong focus on continual improvement of teacher practice.

Key Next Steps

Management, staff and ERO agree on the following key next steps:

- continue to develop assessment practices
- continue to strengthen teachers' knowledge and understanding of self review and evaluation.

Management Assurance on Legal Requirements

Before the review, the staff and management of Sallywaggs Senior Kindergarten 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 Sallywaggs Senior Kindergarten will be in three years.

Joyce Gebbie
National Manager Review Services
Central Region

26 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	Waipukurau	
Ministry of Education profile number	55316	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	30 children aged over 2	
Service roll	38	
Gender composition	Boys 21, Girls 17	
Ethnic composition	Māori	10
	NZ European/Pākehā	26
	Pacific	1
	Other ethnic groups	1
Percentage of qualified teachers	80% +	
	0-49% 50-79% 80%+	
Based on funding rates		
Reported ratios of staff Over 2 to children	1 : 6	Better than minimum requirements
Review team on site	June 2014	
Date of this report	26 August 2014	
Most recent ERO report(s)	Education Review	June 2011
	Supplementary Review	March 2009

Education Review

December 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.