

Sallywaggs Graduation Kindergarten Education Review

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1 Evaluation of the Service

How well placed is the service to promote positive outcomes for children?

Sallywaggs Graduation Kindergarten is well placed to promote outcomes for children.

Context

Sallywaggs Graduation Kindergarten offers five all day sessions, for up to 19 children. Eight children identify as Māori. Children are aged between four years and six months and five years of age and have transitioned from Sallywaggs Senior Kindergarten, a separately licensed centre located on the same premises. This is the first ERO review of the centre, which was licensed in 2011.

Managers and leaders effectively promote the service's vision, have positive relationships and value collaborative ways of working. The centre philosophy, to provide children with the skills and tools necessary for a smooth transition into school, is highly evident. A love of learning is nurtured and facilitated by staff. Teachers create a warm, welcoming and stimulating environment that is inclusive of all children.

The Review Findings

Children are purposefully engaged in a wide range of learning activities. Teachers notice, recognise and respond to children's interests, needs and strengths by setting up resources that appropriately challenge and support the learning programme. These resources encourage exploration that is meaningful and enjoyable for children. Te ao Māori is highly evident in the environment.

Teachers know children, parents and whānau well. Interactions are warm and nurturing. Staff are respectful and form responsive relationships with children and their whānau. Opportunities are provided for parents, whānau and community to share their views and aspirations and to be partners in children's learning.

The curriculum is child-centred and has a clear focus on literacy and mathematical skills. Children's ideas and thinking are extended through conversations and activities linked to their interests. The use of te reo me ngā tikanga Māori is integral to the daily programme. Teachers encourage self-management, resilience and independence in children's learning. The principles of Te Whāriki, the early childhood curriculum, are reflected in programme planning and children's learning stories.

Children's profiles show clear evidence of a focus on their learning characteristics. They illustrate and support continuity in learning and show children's progress. Children's success is celebrated and their identity as capable learners is fostered.

Teachers are committed to inclusive practices that are culturally responsive. Children with special needs are well supported. Teachers respond effectively and sensitively to children with individual needs and are proactive in getting the support needed. Learning programmes are modified and adapted to cater to children's needs and to ensure they participate fully in all aspects of the programme alongside their peers.

Successful transitions are underpinned by effective partnerships between families, the kindergarten and schools. Children's resilience is nurtured during and after transitions in the service, and when moving to school.

Teachers are highly collegial and form a cohesive team. Their individual strengths and interests are valued and contribute to the programme. Building staff capability is supported through ongoing professional learning and development and robust appraisal processes.

Managers and leaders are reflective and they regularly review aspects of their practice and curriculum. A planned cycle of review includes indicators of success. Staff are committed to the ongoing improvement of the service. Managers and teachers have identified, and ERO agrees, that the next steps to continue to improve positive outcomes for children include:

- continuing to strengthen the evaluation role of self review
- increasing whānau involvement.

The Purpose of an ERO Report

Education reviews in early childhood services focus on the factors that contribute to positive outcomes for children. We work with early childhood services to identify their strengths and the areas they need to review and develop. Early childhood services take part in the review process and are expected to make use of the findings to enhance children's learning and wellbeing.

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2 Legal Requirements

Management Assurance on Legal Requirements

Before the review, the staff and management of Sallywaggs Graduation 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.

3 Next Review

When is ERO likely to review the early childhood service again?

ERO is likely to carry out the next review in three years.

Joyce Gebbie
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Central Region (Acting)

13 February 2013

Information about the Early Childhood Service

Location	Waipukurau		
Ministry of Education profile number	45440		
Licence type	Education and Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	19 children aged over 2		
Service roll	20		
Gender composition	Female 10 Male 10		
Ethnic composition	NZ European/Pākehā	12	
	Māori	8	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	N/A	
	Over 2	1:5	Exceeds minimum requirements
Review team on site	December 2012		
Date of this report	13 February 2013		
Most recent ERO report(s)	This is the first ERO report for the service		

General Information about Early Childhood Reviews

About ERO Reviews

The Education Review Office (ERO) is the New Zealand government department that reviews schools and early childhood services throughout New Zealand.

Review focus

ERO's education reviews in early childhood services focus on the factors that contribute to positive learning outcomes for children. ERO evaluates how well placed the service is to make and sustain improvements for the benefit of all children at the service. To reach these findings ERO considers:

- 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 self review and partnerships with parents and whānau.

Review Coverage

ERO reviews do not cover every aspect of service 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 the service.