



Education Review Office
Te Tari Arotake Mātauranga

**Tower Road Christian Pre School
Matamata, Waikato**

Confirmed

Education Review Report

Tower Road Christian Pre School

Matamata, Waikato

28 June 2018

1 Evaluation of Tower Road Christian Pre School

How well placed is Tower Road Christian Pre School to promote positive learning outcomes for children?

| | | | |
|-----------------|------------------------------|--------------------|------------------|
| Not well placed | Requires further development | Well placed | Very well placed |
|-----------------|------------------------------|--------------------|------------------|

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

Background

Tower Road Christian Pre School is a full-day education and care service. It is located in a residential area of Matamata and is licensed for 30 children from two years to school age. The preschool offers flexible attendance hours and days to meet the needs of families.

A new board of directors was appointed in January 2017, and a new team including the centre manager was appointed six months ago.

The centre's philosophy is strongly reflective of Christian values and beliefs. The centre aims to create a welcoming environment that supports a strong sense of belonging for children and their whānau. The philosophy states that teachers focus on knowing the children well and value the knowledge that they and their family bring to the centre.

Since the last ERO report in 2016, the centre has made considerable progress. Professional learning and development has improved teaching practice, and appraisal systems have been strengthened. A strategic plan has identified priorities for the ongoing improvement of the centre.

The Review Findings

Strong and effective relationships and partnerships have been developed with parents and whānau who are able to take an active role and in their child's learning. Respectful, nurturing and positive relationships are evident between teachers and children, and children and their peers. Children are provided with feedback which acknowledges their effort and success.

Children effectively lead their own learning. They are empowered by teachers to take responsibility for their wellbeing and belonging. Independence and self-help skills are strongly promoted for all children. Consequently children see themselves as successful learners.

The curriculum is inclusive, responsive and effectively supports children's interests, strengths, ideas and beliefs. Teachers understand the children in the context of whānau and the wider community. The programme for children reflects the special Christian character and beliefs. Assessment, planning and evaluation focuses on dispositions for learning and show continuity of learning and

progress. Children experience a learning environment that promotes links from home and contributes to a strong sense of belonging.

Literacy and numeracy are enhanced through meaningful and interesting opportunities in authentic everyday life contexts. Transitions to school are flexible, based on the needs of the child and supported by effective partnerships with families and whānau. Children are respected and valued for the knowledge and skills they bring to the learning.

Teachers effectively promote a bicultural curriculum and there is a strong commitment to The Treaty of Waitangi and how it is enacted in the programme. Teachers' understanding of te ao Māori, te reo, waiata and karakia are improving and children are encouraged to develop knowledge of the bicultural nature of Aotearoa New Zealand.

Highly collaborative ways of working are evident among all who are involved in the service and effective change and improvement has occurred. The centre manager is focused on improving the quality of care and education, valuing self review and reflection to improve practice. Emerging self-review processes have a focus on continual change and improvement. Appraisal and teachers inquiries have been further developed and refined. To further strengthen this process formal observations of teaching practice now need to occur.

The board of directors has established a useful strategic plan, relevant policies and procedures to guide daily operations and meet legislative requirements. They respond to the diverse community that attend the service and strongly reflect the Christian values and beliefs of the philosophy. The new centre manager has been well supported with targeted professional learning.

Key Next Steps

The board of directors needs to:

- consult with teachers and whānau about the centre philosophy, strategic plan and policies
- build their knowledge about early childhood education practice and procedures.

Leaders and teachers need to:

- further strengthen the appraisal process to include formal observations and feedback to teachers that supports teachers to build their professional capability
- consider strengthening the bicultural curriculum as teachers review the centre philosophy.

Management Assurance on Legal Requirements

Before the review, the staff and management of Tower Road Christian Pre School 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.

ERO identified areas of non-compliance relating to management policies and procedures in relation to:

- evacuation procedures and practices for fire and earthquake drills need to be prioritised and documented

[Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8]

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Tower Road Christian Pre School will be in three years.



Lynda Pura-Watson
Deputy Chief Review Officer
Te Tai Miringa - Waikato / Bay of Plenty Region

28 June 2018

2 Information about the Early Childhood Service

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|---|---|-------------|----------------------------------|
| Location | Matamata, Waikato | | |
| Ministry of Education profile number | 30013 | | |
| 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 | 52 | | |
| Gender composition | Girls | 28 | |
| | Boys | 24 | |
| Ethnic composition | Māori | 5 | |
| | Pākehā | 34 | |
| | Other | 13 | |
| Percentage of qualified teachers | 80% + | | |
| 0-49% 50-79% 80%+ | | | |
| <i>Based on funding rates</i> | | | |
| Reported ratios of staff to children | Over 2 | 1:6 | Better than minimum requirements |
| Review team on site | May 2018 | | |
| Date of this report | 28 June 2018 | | |
| Most recent ERO report(s) | Education Review | August 2016 | |
| These are available at www.ero.govt.nz | Education Review | July 2013 | |
| | Education Review | June 2010 | |

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.

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.