

**Nancy Winter Early Childhood Centre  
Raetihi**

**Confirmed**

**Education Review Report**

# Nancy Winter Early Childhood Centre

## Raetihi

### 28 November 2017

## 1 Evaluation of Nancy Winter Early Childhood Centre

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

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

### Background

Nancy Winter Early Childhood Centre is a community purpose-built service in Raetihi, operating Monday to Friday. The centre is licensed for 53 children, including 10 up to two years of age. At the time of this review, 25 children are Māori.

The centre is governed by the Raetihi Early Childhood Education Trust. This community-based organisation employs a part-time manager who oversees operation and reports regularly to the trust. She is supported by a part time administrator. The head teacher, with assistance of the leadership team, guide curriculum delivery.

Most of the teaching team members are qualified in early childhood education and are long-serving staff.

The philosophy positions the child, family, whānau and community interests at the heart of the centre's practices. This is upheld through reciprocal relationships that respect the mana of all people. Programmes for children are underpinned by *Te Whāriki*, New Zealand's early childhood curriculum.

The February 2015 ERO report identified strengthening was needed in: teaching strategies; assessment and planning; aspects of appraisal; self review and evaluation; the bicultural programme; and promoting success for Māori as Māori. Some positive progress has been made.

### The Review Findings

Children explore, discover and lead their own learning in the well-resourced environment that promotes the use of natural resources. The programme invites engagement in a wide and rich range of learning experiences with a strong focus on connecting to children's home settings.

The programme is responsive to children's interests. Child-led learning experiences encourage sustained dialogue and participation. Conversations and story-telling contribute to a love of language and literacy.

Relationships between children and with teachers are connected and positive. Children communicate with confidence and demonstrate a strong sense of belonging and wellbeing. Many participate in purposeful learning for sustained periods.

Infants' and toddlers' programme provision is appropriately based on respectful relationships. Lead carers support transitions into the centre. Educators prioritise support for language development and authentic contexts that foster exploration and communication.

Te reo me ngā tikanga Māori is strongly promoted, valued and well established in centre practices and interactions between educators and children. A te ao Māori curriculum is implemented. Values of manaakitanga, tautoko and tuakana teina are practised. ERO agrees with the direction identified by teachers to further extend their knowledge of culture and local contexts to contribute to the programme.

An online platform has been introduced alongside children's portfolios to include records of their participation, friendships, experiences, interests and learning journey. Teachers collaborate to implement an assessment and planning approach responsive to children's collective learning. Incorporating planned learning intentions for individual children, identifying outcomes, and showing progress over time are next steps.

The centre provides an inclusive environment that is responsive to its community's social and cultural values and beliefs.

A well-considered transition approach includes visits to the local school new entrant class and the bilingual Akomanga. Children also enjoy opportunities to attend productions, assembly, pōwhiri, sports and cultural events.

The appraisal process needs strengthening. Areas to improve, include the consistency in implementing teacher inquiry, observations that links to teachers' goals and consideration of using resources such as *Tātaiako: Cultural Competencies for Teachers of Māori Learners*.

Management, governance and strong communication systems support the centre's sustainability and improvement-focused practice.

Centre leaders should build knowledge and understanding of internal evaluation to further guide improvement. This includes developing and using a framework for practice, to assist all teachers to know about the impact of actions on outcomes for children.

## **Key Next Steps**

Centre leaders acknowledge that continued development is required in relation to:

- aspects of the appraisal process
- internal evaluation, to show the impact of actions on outcomes for learners
- leadership, to further support shared understanding of expectations for operation and teaching and learning
- formal planning for each child's learning.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Nancy Winter 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 Nancy Winter Early Childhood Centre will be in three years.



Patricia Davey  
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Te Tai Pokapū - Central Region

28 November 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	Raetihi		
Ministry of Education profile number	50103		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	53 children, including up to 10 aged under 2		
Service roll	61		
Gender composition	Girls 31, Boys 30		
Ethnic composition	Māori	25	
	Pākehā	35	
	Pacific	1	
Percentage of qualified teachers 0-49%   50-79%   80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:7	Better than minimum requirements
Review team on site	October 2017		
Date of this report	28 November 2017		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	February 2015	
	Education Review	March 2012	
	Education Review	June 2008	

### 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.