

**20/12/2013 - Tots on The Rock  
Waiheke Island, Auckland**

**Confirmed**

**Education Review Report**

# 20/12/2013 - Tots on The Rock Waiheke Island, Auckland 20 December 2013

## 1 Evaluation of 20/12/2013 - Tots on The Rock

How well placed is 20/12/2013 - Tots on The Rock 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

Tots on The Rock is located on Waiheke Island in Auckland's Hauraki Gulf. The new purpose-built centre is close to the main shopping street in Oneroa village. The service provides education and care for infants, toddlers and pre-schoolers. At the time of writing this report the centre had been open for 18 months and this is their first ERO review.

The two owners share the management of the centre and a head teacher is responsible for the leadership of children's education and care programmes. An experienced lead teacher has been appointed to support the education and care of children up to the age of two years.

The centre is committed to providing high quality education and care for children. Appropriate professional advisers are being effectively used by the centre owners to help establish their service. One consultant is continuing to assist centre managers to implement systems and operations. A second is supporting staff to build professional strength in teaching, planning and assessment practice.

Teachers are finding ways to consult with the diverse Waiheke Island community and are making effective use of communication technology to develop partnerships with families. The centre is networking well with other early childhood centres on the island.

### The Review Findings

The centre's philosophy is based on the principles of *Te Whāriki*, the early childhood curriculum.

Learning programmes are increasingly focused on the interests of individual children or groups. The learning environment reflects teachers' response to children's emerging interests, strengths and needs. Teachers' planning is aligned to specific observations and reflections that relate to children's individual learning.

Portfolios show children's learning progress and there are clear guidelines for documenting children's assessment. Children's voice is evident in learning displays and narratives on the walls of the centre.

Centre teachers know their children well. Relationships between staff and children are affirming and caring. Whānau partnerships are valued by teachers. Recognition is given to the importance of the community's role in contributing to positive educational outcomes for children.

Children are confident and capable learners. Teachers respectfully listen to their ideas and opinions in order to support learning opportunities. Teachers promote the development of children's social competencies. Collaborative play is evident. Children are engaged in activities and show respect for one another while working happily together. The centre is developing a programme that will support children transitioning to school.

There is an ongoing commitment to developing a bicultural philosophy and practice. Teachers are pro-active in learning te reo Māori and developing their understanding of tikanga. Māori children demonstrate a sense of belonging. A variety of cultural events are celebrated.

Centre leaders and teachers have a focus on continual centre improvement and a commitment to effective self review is evident.

### **Key Next Steps**

ERO and centre leaders agree that the next steps for centre improvement include:

- continuing to develop strategic thinking and planning to underpin all centre operations
- forming an agreed set of centre indicators to define a shared view of effective teaching
- linking the teacher appraisal system formally with the NZ Registered Teachers' Criteria
- reviewing the philosophy and practice of education and care for children up to the age of two.

Next steps for the curriculum leaders and teachers include:

- strengthening assessment practice with a focus on individual children's learning progress over time
- supporting older children to be confident and prepared for school through an integrated approach to early literacy and numeracy
- continuing to develop learning partnerships with parents
- developing a curriculum that includes more focus on the special coastal environment enjoyed by children on Waiheke Island.

### **Management Assurance on Legal Requirements**

Before the review, the staff and management of 20/12/2013 - Tots on The Rock 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 20/12/2013 - Tots on The Rock will be in three years.



Dale Bailey  
National Manager Review Services  
Northern Region

20 December 2013

### **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	Waiheke Island, Auckland		
Ministry of Education profile number	45915		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	35 children, including up to 12 aged under 2		
Service roll	62		
Gender composition	Boys	35	
	Girls	27	
Ethnic composition	Māori		7
	NZ European/Pākehā		50
	Other		5
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	1:6	Better than minimum requirements
Review team on site	October 2013		
Date of this report	20 December 2013		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	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](#).

#### 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.