

# Auckland's Best Childcare Centre Education Review

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## 1 Evaluation of the Service

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

The service is well placed to continue to support staff to promote positive outcomes for children.

### Context

This is the first ERO report for Auckland's Best Childcare Centre which opened in 2011. The centre provides education and care in the central business district for children from birth to school age. The philosophy for the centre places particular emphasis on the importance of respectful relationships with children and families as a cornerstone to children's well being.

The centre operates on several floors of a building on a busy arterial street. Much care has been taken in the development and planning of the centre. Comprehensive and effective systems for evacuation and access are established.

Children and teachers in the centre are drawn from a number of cultures. Teachers support children by using their first languages as well as English in conversations. Management is aware, when appointing staff, of the need to continue to provide children with good models of spoken English.

The centre manager is a qualified, fully registered teacher. She provides effective support and guidance for four qualified teachers who are provisionally registered.

### The Review Findings

Teachers provide good quality care for children. Children settle quickly and participate in activities with interest and enthusiasm. Older children obviously enjoy each other's company and the activities provided for them. The younger children respond well to the quiet and affectionate tone established by teachers.

The centre's overarching philosophy reflects the ideals and aspirations of the owner, teachers

and parents. It would be useful, as new teachers are appointed, for the centre manager to lead discussions about the teaching and learning philosophy that underpins their work.

Learning environments are well stocked with high quality resources, arranged to encourage children's exploration and interest. The two playrooms also include outdoor spaces with a good range of resources to support physically active play. Children are able to move between indoor and outdoor play for periods during the day.

Teachers have established supportive partnerships with families through regular formal and informal meetings. Documentation is provided in a number of languages and teachers talk with parents about their aspirations and hopes for their children. Teachers value parents' contributions to learning programmes. Sophisticated electronic systems allow parents daily glimpses of their children at play.

The centre caters for a small number of Māori families. Teachers use te reo Māori incidentally with children. Children and teachers are becoming familiar with the dual cultural heritage of New Zealand in natural and supported ways.

Whole-centre professional development to strengthen planning processes means that teachers now focus more strongly on identifying and responding to individual children's learning strengths and interests. While new processes are still in the development phases, teachers are making positive progress in improving the focus of the programme.

Management systems provide a good framework to support the efficient operation of the centre. The division of responsibilities between the owner/manager and the operational manager contributes to the general satisfaction of teachers and families. The owner and operational manager have well-developed relationships with agencies, including the Ministry of Education, to support their development of the centre.

The centre has made good progress since its opening in 2011. ERO and managers agree that there are areas for further improvement. These include continuing to develop:

- learning through play, in particular with literacy, numeracy, science and nature, in meaningful contexts
- the assessment and planning cycle
- self review processes to make informed judgements about the quality of outcomes for children.

## 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 Auckland's Best Childcare 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.

### 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.

Dale Bailey  
National Manager Review Services  
Northern Region

25 March 2013

## Information about the Early Childhood Service

Location	Auckland CBD	
Ministry of Education profile number	45739	
Licence type	All Day Education and Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	49 children, including up to 20 aged under 2 years	
Service roll	55	
Gender composition	Boys 30 Girls 25	
Ethnic composition	NZ European/Pākehā	12
	Māori	4
	Indian	9
	Middle Eastern	8
	Chinese	6
	Southeast Asian	3
	Samoan	1
	Tongan	1
	other Asian	7
	other European	4
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Under 2	1:4
		Exceeds minimum requirements
	Over 2	1:8
		Exceeds minimum requirements
Review team on site	January 2013	
Date of this report	25 March 2013	

Most recent ERO report(s)

No previous ERO reports

## 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.