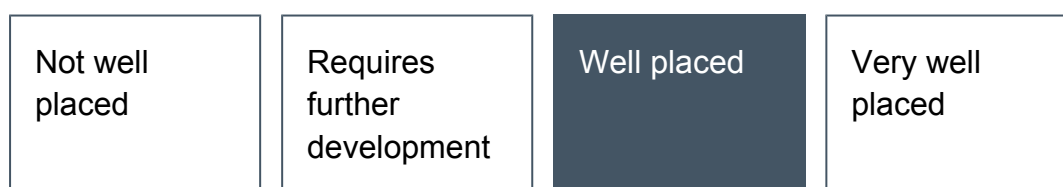


Little Sparrows Educare Education Review

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Evaluation of Little Sparrows Educare

How well placed is Little Sparrows Educare to promote positive learning outcomes for children?



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

Background

Children at Little Sparrows Educare are involved in creative and imaginative play that engages them in learning. High-quality nurturing relationships are evident between teachers and children. Parents and children are warmly welcomed each day and are well informed about centre values and their children's health and wellbeing.

The centre philosophy reflects the aspirations of all staff, parents and whānau. It aims to provide an inclusive culture that affirms the identity of children and makes provision for their wellbeing. Regular and frequent self review includes consultation with parents, changes to resourcing, and a focus on teacher practice and centre routines.

The director, centre manager and head teacher have set clear expectations for teaching practice. They are a strong team and are focused on the wellbeing of children.

Little Sparrows Educare was established in 2014, is located in Hamilton East, and has permission to use the grounds of Southwell school. The service is a new privately owned, purpose-designed facility that caters for children from birth to school age. Little Sparrows Educare has a full licence, three fully qualified teachers, two provisionally registered primary school teachers, and untrained personnel who are currently undertaking aspects of early childhood training.

The Review Findings

Babies and toddlers are well integrated into the programme. The contribution babies and toddlers make to relationships in the centre is significant. Their responsiveness to their brothers and sisters, as well as other children and adults, is reciprocated and mutually beneficial for all. These crucial and early relationships promote nurturing respectful behaviours among babies, toddlers and young children. Teachers carefully monitor babies and toddlers to ensure that their specific needs are met and home routines are followed as much as possible.

A collaborative process of self review is a feature of centre development. This approach is particularly evident in a review and re-organisation for babies, toddlers and young children. The process involved gathering, collating and analysing information from parents/ whānau and staff. As a result the successful implementation of a mixed-age programme within the service has had significant impact on tuakana/teina relationships. The benefit for children is a more natural whānau (family) approach, which contributes to positive relationships across age groups.

The establishment of a mixed-age teaching and learning environment has encouraged teachers to share their observations and knowledge more openly, and together plan strategies to more effectively extend children's interests. This reflective approach is contributing to the consistency of teaching in the centre and promotes children's learning.

Young children's learning is clearly identified by teachers. The mutually caring and trusting relationships with children are inclusive, supportive and well considered, particularly for children with additional learning needs. High value is placed on activities that promote learning, and effectively use a wide range of strategies to foster children's cooperative play, self management, independence and choice.

The centre manager and senior teacher have established an inclusive leadership style that encourages and supports teachers to work collaboratively to meet the diverse and emerging learning needs of children. They have set clear and high expectations for positive educational outcomes for all children. These are well communicated to parents and whānau.

The programme of learning through play acknowledges the strengths of all children. It provides a purposeful and meaningful framework for the integration of literacy, mathematics and te reo and tikanga Māori. Children have a strong sense of belonging and confidently engage in play activities that extend their learning.

The centre programme is focused on providing meaningful and interesting opportunities for children. They enjoy playing and learning in natural and stimulating environments that support their curiosity, exploration and culture. The learning environment invites children to

investigate, challenge and participate in activities that promote their thinking and physical skills. Children are actively engaged in pursuing their individual interests through play for sustained periods of time.

Teachers document children's learning in portfolios and suggest possibilities based on children's interests. Children frequently revisit their areas of learning and are self-motivated to extend their interests. In addition, the neighbouring school provides young children who are about to transition to school with a range of opportunities to familiarise themselves with their future learning journey.

Key Next Step

A review of the centre's strategic plan so that it includes goals based on current review priorities and practices is likely to provide clearer directions for centre development. Specific consideration should be also given to the overall quality of teaching and learning, and the monitoring of children's progress over time.

Management Assurance on Legal Requirements

Before the review, the staff and management of Little Sparrows Educare completed an ERO Centre Assurance Statement and Self-Audit Checklist. In these documents they attested that they select 'have' or 'have not' 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 Little Sparrows Educare will be in three years.

Dale Bailey

Deputy Chief Review Officer Northern

27 May 2015

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	Hillcrest, Hamilton		
Ministry of Education profile number	46343		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	30 children, including up to 10 aged under 2		
Service roll	35		
Gender composition	Boys 20 Girls 15		
Ethnic composition	Māori	7	
	NZ European/Pākehā	22	
	Indian	2	
	Chinese	1	
	German	1	
	Samoan	1	
	Tongan	1	
Percentage of qualified teachers	80% +		
0-49% 50-79% 80%+			
Based on funding rates			
Reported ratios of staff to children	Under 2	1:5	Meets minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	May 2015		

Date of this report 27 May 2015

Most recent ERO report(s) 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.