

Kamo Childcare Centre Ltd 1 Education Review

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1 Evaluation of the Service

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

Kamo Childcare Centre is well placed to promote positive outcomes for children. A new head teacher has been appointed since the 2010 ERO review. Continuing to strengthen management systems should enable the manager to continue ongoing improvements in the centre.

Context

Kamo Childcare Centre Ltd 1 (Kamo Tots) is privately owned and provides care and education for children who are mostly under two years of age. Children move to Kamo Childcare Centre Ltd 2 (Kamo Kids) at a time and pace that suits the children. The centre is purpose-built and includes easy access between the indoor and outside areas.

The centre has a history of positive ERO reports. The manager and teachers have used the recommendations of the 2010 ERO report to further respond to and plan for children's learning.

The Review Findings

Babies and toddlers settle quickly in the centre. They are supported as they play and explore the variety of activities offered both inside and in the interesting outdoor area. Teachers focus on developing children's confidence and help them to develop positive relationships with other children. Teachers affirm children's attempts at communication. Their easy relationships with children contribute to the family atmosphere of the centre.

Teachers offer a programme that is responsive to children's developing skills and interests and is based on Te Whāriki, the New Zealand early childhood curriculum. A well resourced and attractive environment supports cooperative play. Children's transitions into and from the centre are carefully managed.

Well qualified teachers work effectively as a team and maintain a calm atmosphere in the

centre. The team has a strong commitment to bi-cultural practices and to strengthening relationships with parents and whānau. Teachers include te reo Māori in conversations with children and aspects of tikanga Māori are used in daily routines. Teachers make good use of external agencies to support children who require extra assistance.

Teachers regularly participate in professional learning that has been targeted through the centre's self-review processes. The team reviews the centre philosophy regularly and the manager is working with a support agency to strengthen management planning. The manager is developing effective systems to support and build on the teaching team's skills in using self review. Teachers have opportunities to develop their leadership skills.

In order to build on the good practices already identified, the manager and teachers agree that they should:

- consult parents and whānau of Māori children about their aspirations for their children
- demonstrate the progress individual children are making in their learning
- continue to use management systems to maintain ongoing improvements in the centre.

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 Kamo Childcare Centre Ltd 1 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

18 February 2013

Information about the Early Childhood Service

Location	Kamo, Whangarei		
Ministry of Education profile number	10076		
Licence type	All Day Education and Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	28 children, including up to 25 aged under 2 years		
Service roll	40		
Gender composition	Boys 21 Girls 19		
Ethnic composition	NZ European/Pākehā	27	
	Māori	11	
	other	2	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	1:5	Meets minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	December 2012		
Date of this report	18 February 2013		
Most recent ERO report(s)	Education Review	February 2010	
	Education Review	March 2007	
	Education Review	April 2004	

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.