

Kamo Kids Educational Childcare Centre Education Review

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4 April 2012

To the Parents and Community of Kamo Kids Educational Childcare Centre

These are the findings of the Education Review Office's latest report on Kamo Kids Educational Childcare Centre.

Kamo Kids Educational Childcare Centre caters for children aged from two to five years old. The centre operates as two separate rooms, one for older children and one for younger preschool children. An adjoining centre, Kamo Tots, caters for children under two.

Children receive good quality education and care. They learn in an inclusive environment that provides them with a sense of security and belonging. Children use their well developed social skills to communicate with each other and with their teachers. They take an active role in their learning and collaborate well with others in their play.

The centre's teaching philosophy promotes children as creative and active learners and links well to practice. Teachers are committed to continuous improvement. They have used the 2009 ERO report recommendations to guide centre reviews. Reflective teaching practice has resulted in positive outcomes for children.

Teachers support children as socially competent and capable learners. They provide relevant and varied resources to engage and sustain children's interests.

Parents are warmly welcomed to the centre. Teachers regularly inform them about their children's progress. As a result, parents report a high level of satisfaction with the service. Parents value the way they can access their children's learning stories through the centre's

website. Some parents contribute to their children's electronic portfolios.

ERO and the centre managers agree that a key priority for the centre's development is for managers and teachers to review teaching practices to ensure that they better reflect the good quality programme planning that focuses on extending children's thinking.

Future Action

ERO is likely to review the centre again in three years.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or contact person if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the centre or see the ERO website, <http://www.ero.govt.nz>.

Makere Smith
National Manager Review Services
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GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve quality of education for children in early childhood centres; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on outcomes for children and build on each centre's self review.

Review Focus

ERO's framework for reviewing and reporting is based on four review strands.

- Quality of Education – including the quality of the programme provided for children, the

quality of the learning environment and the quality of the interactions between staff and children and how these impact on outcomes for children.

- Additional Review Priorities – other aspects of the operation of a centre, may be included in the review. ERO will not include this strand in all reviews.
- Compliance with Legal Requirements – assurance that this centre has taken all reasonable steps to meet legal requirements.

Review Coverage

ERO reviews do not cover every aspect of centre 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 this centre.

Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a centre is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this centre.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Kamo Kids Educational Childcare Centre
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Teachers support children as socially competent and capable learners. They provide relevant and varied resources to engage and sustain children's interests.

Parents are warmly welcomed to the centre. Teachers regularly inform them about their children's progress. As a result, parents report a high level of satisfaction with the service. Parents value the way they can access their children's learning stories through the centre's website. Some parents contribute to their children's electronic portfolios.

ERO and the centre managers agree that a key priority for the centre's development is for managers and teachers to review teaching practices to ensure that they better reflect the good quality programme planning that focuses on extending children's thinking.

Future Action

ERO is likely to review the centre again in three years.

2 Review Priorities

The Focus of the Review

Before the review, the management of Kamo Kids Educational Childcare Centre was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the centre to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the management and staff. This discussion focused on existing information held by the centre (including self-review information) and the extent to which potential issues for review contributed to positive outcomes for children at Kamo Kids Educational Childcare Centre.

All ERO education reviews in early childhood focus on the quality of education. For ERO this includes the quality of:

- the programme provided for children
- the learning environment
- the interactions between children and adults.

ERO's findings in these areas are set out below.

The Quality of Education

Background

Since the 2009 ERO report, there has been stable staffing and the number of teachers who are qualified has increased. Children's learning stories are shared with parents electronically via the centre's website. This innovation is consistent with the centre's goal of building partnerships with parents and whānau.

Areas of strength

Programme. Teachers respond well to children's strengths and interests. They plan collaboratively and share teaching ideas and strategies. Teachers recognise the significance of children's play and identify ways to extend their thinking through play. The programme is flexible and allows children to follow their individual interests. The programme reflects the centre's urban context, and children have opportunities to observe, experience and talk about busy activities in and surrounding the centre.

Planning. Teachers' evaluations of the curriculum's effectiveness are used to modify programmes and resources and to personalise learning opportunities for children. Teachers increasingly use information from children's portfolios to guide their practice. They refer to

parents' comments, ideas and perspectives as they plan the ongoing programme.

Learning environment. Children are settled and confident in their learning environment. A wide range of high quality resources provides children with opportunities to engage in a variety of experiences and areas of play. Children move freely between the centre's indoor and outdoor areas. They involve themselves in sustained play and readily share ideas and resources with each other.

The inclusion of literacy and numeracy in the indoor learning environment enables children to develop understandings about the relevance and use of words and number. Children are able to refer to displays that include a helpful mix of visual and written text.

Features of the centre's environment that are conducive to good learning include:

- well understood routines allowing children to lead their play
- a spacious indoor area and well developed outdoor area providing children with physical challenge
- easily accessed resources supporting children's independence and creativity
- areas of play stimulating children's curiosity and support their imaginative play
- environmental themes and displays that stimulate children's interest in conservation.

Interactions. Teachers are skilled at using a variety of positive behaviour management strategies to ensure that the programme flows well. They support children as capable learners by offering them choices. Children are encouraged to develop their self-help skills.

Affirming biculturalism. Teachers use te reo and tikanga Māori well in their interactions with children. Learning stories also reflect themes that relate te ao Māori. All children, including Māori children, benefit from teachers who respond and build upon individual children's experiences.

Partnership with parents. Teachers maintain respectful relationships with parents. They communicate effectively about centre events and about ways in which parents could contribute to the programme. Parents report that their children are well cared for and benefit from the warm, inclusive relationships with their teachers and other children.

Areas for development and review

ERO and centre staff agree that the following areas could be included in the centre's ongoing self review.

Learning stories. The centre's good programme planning could be better reflected in the children's assessment portfolios. Teachers could strengthen links between their planning and records of learning in portfolios by:

- better identifying children's learning and dispositions in written observations
- linking one learning story to another to show the progress children are making
- indicating, in the learning stories, the role the teacher had in promoting children's learning.

Extending learning. Teachers could better follow children's leads in their exploration of play and respond to their requests with questions and prompts that deepen children's thinking. These reciprocal interactions will support children's capability to problem solve, develop their own ideas and create opportunities for learning.

3 Management Assurance on Legal Requirements

Before the review, the staff of Kamo Kids Educational 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:

- administration
- health, safety and welfare
- personnel management
- financial and property management.

During the review, ERO looked at the service's documentation, including policies, procedures and records of recent use of procedures. ERO also checked elements of the following areas that have a potentially high impact on outcomes for children:

- emotional safety (including behaviour management, prevention of bullying and abuse)
- physical safety (including behaviour management, sleeping and supervision practices; accidents and medication; hygiene and routines; travel and excursion policies and procedures)
- staff qualifications and organisation
- evacuation procedures and practices for fire and earthquake.

4 Recommendation

ERO and the centre managers agree that a key priority for the centre is for managers and teachers to review teaching practices to ensure that they better reflect the good quality programme planning that is focused on extending children's thinking.

5 Future Action

ERO is likely to review the centre again in three years.

Makere Smith
National Manager Review Services
Northern Region (Acting)

About the Centre

Location	Kamo, Whangarei
Ministry of Education profile number	11559
Type	Education and Care Service
Licensed under	Education (Early Childhood Services) Regulations 2008
Number licensed for	50 children over 2 years of age
Roll number	64
Gender composition	Girls 34 Boys 30
Ethnic composition	NZ European/ Pākehā 40 Māori 21 other 3
Review team on site	February 2012
Date of this report	4 April 2012
Previous three ERO reports	Supplementary Review, February 2009 Education Review, December 2007 Education Review, August 2004