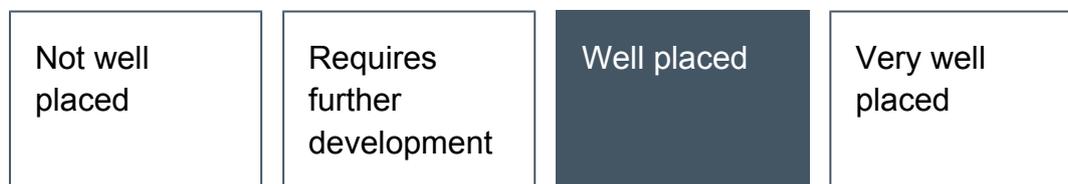


Kamo Kids Educational Childcare Centre Education Review

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Evaluation of Kamo Kids Educational Childcare Centre

How well placed is Kamo Kids Educational Childcare Centre to promote positive learning outcomes for children?



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

Background

Kamo Kids Educational Childcare Centre in Whangarei provides full day care and education for up to 50 children over two years of age. An adjoining centre under the same management structure caters for children up to the age of three years.

One of the three owners has a key role in the centre's administration. As a result of management restructuring last year, a head teacher now has oversight of both centres. She is supported by a team leader who manages Kamo Kids. Most teaching staff are qualified and registered. Many of the staff have worked in the centres for several years. This has helped staff to grow a shared team culture and develop knowledgeable relationships with parents and families.

The centre's philosophy promotes acceptance and respect for children's individuality and unique potential. It guides teaching practices that support children to become confident, self-managing learners.

The 2012 ERO report noted that the centre provided good quality care and education for children. Centre managers and staff responded positively to ERO's recommendation about improving the assessment of children's learning.

The Review Findings

Teachers provide a friendly environment where children learn with support from attentive adults. They facilitate children's exploration, self management and engagement in learning. Children are encouraged to play with each other and collaborate, and to follow their own interests which are often sustained over a long time.

The spacious learning environment is well resourced. It is adapted in response to children's evolving interests. Children have ready access to outdoor areas that provide a broad range of engaging experiences. These include gardening and physically challenging activities. There are large trees for shade and interesting areas to spark children's creativity and imagination.

Well-considered planning and assessment practices guide curriculum programmes. Teachers' planning approaches are flexible. This enables teachers to respond to children's diverse interests, strengths and needs. Programme planning is well documented and evaluated. Teachers have used professional learning to develop a new approach to assessing children's learning. They are continuing to develop ways to record, and share with parents, information about children's dispositions, interests and learning.

Teachers integrate te reo me ngā tikanga Māori into the programme. This demonstrates the centre's commitment to bicultural practices. Māori children's identity as Māori is being fostered and all children are able to experience and learn about New Zealand's bicultural setting.

The centre has useful self-review processes. This is helping centre leaders to monitor licensing requirements, teacher effectiveness, and to promote the achievement of the centre's strategic aims. The centre's self-review processes appropriately include staff and parent perspectives. The centre's reflective culture is benefitting children's learning and engagement. For example, a review of the two separate age-based rooms led to a decision to integrate them. This has opened up children's exploration space and offers them more opportunities for collaborative play.

Centre managers demonstrate purposeful leadership focused on building teacher capability and accountability. Efficient administrative, personnel and support systems guide centre operations. Relevant, regular professional learning is offered for leaders and staff. As a result they are growing in their roles. The centre's reflective, collaborative and consultative practices helping staff make well considered changes to improve outcomes for children.

Key Next Steps

ERO and centre managers agree that key next steps include further:

- acknowledging children's culture, language and identity in their assessment portfolios

- building on teachers' existing reflective practice
- involving parents and whānau aspirations and perspectives in children's learning
- developing further strategies to support children's transition to school.

Management Assurance on Legal Requirements

Before the review, the staff and management 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:

- 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 Kamo Kids Educational Childcare Centre will be in three years.

Dale Bailey

Deputy Chief Review Officer Northern

17 April 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	Whangarei	
Ministry of Education profile number	11559	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	50 children, including up to 0 aged under 2	
Service roll	55	
Gender composition	Boys 32 Girls 23	
Ethnic composition	Māori	17
	NZ European/Pākehā	26
	Cook Island Māori	5
	Chinese	2
	Irish/British	2
	Czech	1
	Middle Eastern	1
	South African	1
Percentage of qualified teachers	80% +	
	0-49% 50-79% 80%+	
Based on funding rates		
Reported ratios of staff to children	Over 2 1:10	Meets minimum requirements
Review team on site	February 2015	
Date of this report	17 April 2015	

Most recent ERO report(s)	Education Review	April 2012
	Supplementary Review	February 2009
	Education Review	December 2007

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.