



**Kumeu Village Kindergarten  
Kumeu, Auckland**

**Confirmed**

**Education Review Report**

# Kumeu Village Kindergarten

## Kumeu, Auckland

16 June 2016

### 1 Evaluation of Kumeu Village Kindergarten

How well placed is Kumeu Village Kindergarten to promote positive learning outcomes for children?

|                 |                              |             |                         |
|-----------------|------------------------------|-------------|-------------------------|
| Not well placed | Requires further development | Well placed | <b>Very well placed</b> |
|-----------------|------------------------------|-------------|-------------------------|

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

#### Background

Kumeu Village Kindergarten provides sessional and full day education and care for 36 children over two years of age. Parents are able to make some choices about the days or times their children attend with younger children attending on Tuesdays and Thursdays. The experienced and qualified staff team has remained, with most staff serving many years in the centre.

The owners bring considerable early childhood education and management expertise to their operation of the service. They encourage the development of sound practice and frameworks for managing the centre.

The 2013 ERO report identified many positive aspects of the programme including positive and reciprocal relationships with families and the community, and children becoming capable, confident learners. It commented on the affectionate and respectful relationships with children and the well-presented environment. These good features continue to be evident.

#### The Review Findings

Teachers provide high quality education and care for children. From positive transitions into the kindergarten, nurturing teachers strive to give children a sense of belonging, wellbeing and confidence. As a result, children and their families appear settled and happy.

Children play well together. They talk confidently to their friends and to adults and are respectful and careful of others' feelings. Teachers encourage and support children to play as socially competent groups. These positive strategies are allowing children to develop self-management skills.

Children use the plentiful resources to elaborate and extend their interest in their collaborative games. Teachers work close to children supporting their play when necessary and engaging them in conversation. Teachers could consider ways of adding value to programmes by further broadening the scope of their open-ended interactions with children.

Teachers recognise and use children's interests effectively as a starting point for planning programmes to support learning. Children's portfolios clearly show how 'noticing, recognising and

responding' to children's play, and their progress over time. Teachers invite parents/whānau to discuss their aspirations for their children and to contribute to programmes. This encourages a sense of ownership and inclusion for families.

The 2013 ERO report identified a number of areas where further work would provide better outcomes for children. These included using self review more effectively to make judgements about the quality of the programme, developing bicultural practices and knowledge and strengthening individual records of learning to show children's progress over time. Centre management and staff have made good progress in all of these areas.

Children have many opportunities to hear and use te reo me ngā tikanga Māori. Teachers have a significant and visible commitment to te ao Māori that is meaningful to children, their parents and themselves. They support children's understanding of, and their familiarity with waiata, and action and singing games. Children clearly demonstrate their knowledge by responding appropriately to language and tikanga expectations. Teachers have benefitted from the professional support provided by the owners and have expressed their intention to continue this development.

The kindergarten environment has been significantly improved by the development of the outdoor area. The new playground provides space and a variety of interesting play areas. It also enables children to engage in and challenge themselves in physical activities. The large garden includes a variety of vegetables and fruit trees which has sparked a great deal of interest in healthy eating and in respecting nature.

A challenge from the owners to teachers was to consider ways of continuing their own growth as teachers. This challenge has been embraced by teachers. The development of the new philosophy has been a pivotal document for encouraging their thinking about what underpins their provision for children. The strong Māori influence in the document has enabled teachers to see their practice in a framework of Māori values that link well to *Te Whāriki*, the early childhood curriculum, and the requirements of legislation.

The centre is well led and effectively managed by capable teachers and administrators.

### **Key Next Steps**

ERO endorses managers' and teachers' intention to:

- continue to develop centre-wide literacy and transitioning practices
- further strengthen bicultural knowledge and understanding
- continue with plans to revitalise the indoor playing spaces
- use evaluation to continue to review current practices.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Kumeu Village Kindergarten 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 Kumeu Village Kindergarten will be in four years.



Graham Randell  
Deputy Chief Review Officer Northern

16 June 2016

## **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  | Kumeu, Auckland                                       |                            |
| Ministry of Education profile number  | 20553   |                            |
| Licence type  | Education & Care Service                              |                            |
| Licensed under  | Education (Early Childhood Services) Regulations 2008 |                            |
| Number licensed for   | 36 children, including up to 0 aged under 2           |                            |
| Service roll  | 70  |                            |
| Gender composition  | Girls 35<br>Boys 35                                   |                            |
| Ethnic composition  | Māori<br>Pākehā<br>Cook Island Māori<br>other         | 2<br>64<br>2<br>2          |
| Percentage of qualified teachers<br>0-49% 50-79% 80%+<br><i>Based on funding rates</i>                      | 80% +   |                            |
| Reported ratios of staff to children<br>Over 2  | 1:10  | Meets minimum requirements |
| Review team on site   | May 2016  |                            |
| Date of this report   | 16 June 2016  |                            |
| Most recent ERO report(s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Education Review                                      | April 2013                 |
|   | Education Review                                      | February 2010              |
|   | Education Review                                      | February 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.