



Education Review Office
Te Tari Arotake Mātauranga

**Sunshine Childcare Preschool
Hamilton**

Confirmed

Education Review Report

**Sunshine Childcare Preschool
Hamilton
15 September 2017**

1 Evaluation of Sunshine Childcare Preschool

How well placed is Sunshine Childcare Preschool to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Sunshine Childcare Preschool provides full-day education and care for children from birth to school age in five age-specific areas. It is privately owned and situated in an industrial area of Te Rapa, Hamilton. The centre is one of two, the owner is the licensee of both centres. The centre is licensed for 126 children, currently 123 are on the roll, including 34 who identify as Māori.

The centre philosophy empowers children to become lifelong learners where children are regarded as 'taonga, unique and precious, and are valued by the contributions they will make to our community'.

Since the last ERO review in 2014, a new centre manager has been appointed and there has been a number of changes to staff. The centre has responded positively to the previous ERO report, in relation to teacher appraisals, programme planning, and transitions. Communication processes remain an area for development as new teachers are appointed.

The Review Findings

Children benefit from a learning culture that fosters exploration, inquiry and problem solving based on individual children's interests and play. Learning environments offers a wide range of opportunities and resources that promote appropriate risk-taking, physically challenging activities, and opportunities to explore the natural and wider world. Experiences such as excursions into the community are well-utilised as an additional resource for learning. Children are encouraged to become increasingly knowledgeable and capable self managing learners.

The curriculum is well-designed to respond to positive learning outcomes for children. Features of this curriculum include:

- literacy and mathematics experiences that are naturally integrated in meaningful ways
- familiar routines that focus on supporting children's social competencies and self-management
- a combination of teacher-led activities, and child-directed learning that promote children's interests, strengths and dispositions.
- parent aspirations as partners in their child's learning

Children benefit from a broad curriculum that effectively promotes positive learning for children and their families.

There are examples of effective documentation of children's assessment and learning. These consists of individual and group stories, including multiple teacher perspectives and references to *Te Whāriki*, the early childhood curriculum. To strengthen the consistency of assessment and planning practice, leaders need to continue to mentor and support teachers to build their capability in this area. This will assist teachers to recognise and respond more deliberately to children's learning over time.

Children up to the age of two benefit from nurturing teaching interactions. The separate space for very young children allows them to explore their environment in a safe, secure way. A feature of the programme is the use of natural resources. Children's communication skills are enhanced by teacher's deliberate use of rich language through one on one responsive and engaging interactions.

Teachers promote reciprocal relationships with whānau that are respectful and promote bicultural practice in the centre. This is evident through the effective use of te reo and aspects of tikanga Māori, including karakia, waiata, displays and celebrations of significant cultural events. Teachers practice is inclusive and celebrates diversity through the many cultures of children and teachers at the centre. Children with additional learning and health needs are well supported. Teachers respond and promote equitable opportunities for all children to experience success as learners.

Leaders have established a culture of strong relational trust amongst teachers, children and their parents. There is a focus on reflective and collaborative practice and a commitment to improvement through effective self-review. An example of this has included strengthening transitions into, within and out of the centre for children. Self review to strengthen appraisal has been undertaken and is leading to teachers setting relevant professional development goals, and reflecting more deeply on their practise. These quality systems and processes are contributing to positive learning outcomes for children.

The centre owner provides a clear sense of purpose and direction. The philosophy and vision are well-developed, shared and enacted. The strategic and annual plan identifies appropriate priorities and goals to build centre sustainability. The centre is effectively managed and is well placed to provide a safe and inclusive centre culture for children and their whānau.

Key Next Steps

Centre leaders and ERO agree, that the important next steps are to further develop and build:

- leadership capability at all levels of the centre
- consistency of planning and assessment practice to ensure continuity of learning and progress for children over time.

Management Assurance on Legal Requirements

Before the review, the staff and management of Sunshine Childcare Preschool 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 Sunshine Childcare Preschool will be in three years.



Lynda Pura-Watson
Deputy Chief Review Officer Waikato/Bay of Plenty

15 September 2017

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	Hamilton		
Ministry of Education profile number	45290		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	126 children, including up to 40 aged under 2		
Service roll	123		
Gender composition	Girls 55% Boys 45%		
Ethnic composition	Māori Pākehā Pacific Indian African Dutch Other	28% 57% 4% 3% 2% 1% 5%	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	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	June 2017		
Date of this report	15 September 2017		
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review		August 2014
	Education Review		June 2011

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.