



**Pipis Childcare and Preschool
Ngunguru, Whangarei**

Confirmed

Education Review Report

Pipis Childcare and Preschool

Ngunguru, Whangarei

24 September 2015

1 Evaluation of Pipis Childcare and Preschool

How well placed is Pipis Childcare and 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

Pipis Childcare and Preschool is a spacious purpose-built centre in the coastal community of Ngunguru. The centre is licensed for 47 children including six up to the age of two years. Most staff and children attend the centre part time.

The centre owner manages the operational aspects for the centre and is well supported by the head teacher. All the teachers are experienced registered teachers.

The centre's philosophy is that the child's needs are the teachers' first consideration, with care and education enhancing the development of the child and supporting the family. These aspirations are clearly evident in practice. *Te Whāriki*, the early childhood curriculum, is well embedded in the programme.

The 2012 ERO report noted the good quality of the programme and learning environment, and the respectful and responsive relationships between teachers, children and families. These positive features continue to be evident.

The Review Findings

Teachers work collaboratively to promote positive learning outcomes for children. As a result, children are confident, socially competent and happy to engage in play and with activities that teachers provide. They play for sustained periods and are encouraged to take leadership roles. Children are supported to develop skills for social competence. They take care of animals such as rabbits and lambs as part of their learning about the natural world. Through this children learn about taking responsibility, caring for others, and science concepts.

The indoor environment invites children to engage in a variety of play experiences that support their learning. The large outdoor playground is a feature of the well designed centre. The development of the outdoor playground reflects the natural surroundings of the community. Teachers make deliberate choices to provide room for children to adapt the environment with moveable equipment according to their play interests.

Infants and toddlers are supported by teachers who are affectionate and caring. They have a separate space for indoor play and exploration. Teachers have developed a stimulating curriculum with familiar routines.

Teachers ensure that children's cultures and the dual heritage of Aotearoa/New Zealand are integrated in the programme. Leaders and teachers work with local iwi to extend their knowledge and use of te reo and tikanga Māori in the centre.

Centre leaders and teachers are highly professional and motivated to provide high quality programmes for children. They regularly engage in professional learning relating to centre priorities and teachers' individual interests. Relevant professional learning is guiding ongoing refinements to teaching practice.

The centre owner provides very good management and has a clear vision for the centre. Leaders are committed to their role and maintain robust operational systems. They support teachers well. Leaders value the use of self review to build on their own and teachers' knowledge, and to measure their progress. They make strategic decisions about the centre's future direction. Leaders could now align their strategic plan to an annual action plan to help them monitor progress against the centre's strategic goals.

Key Next Steps

Centre leaders have identified appropriate priorities for development that include:

- refining programme planning and evaluation processes
- using individual learning plans to involve children in programme planning
- aligning teacher appraisal goals with the centre's strategic vision and philosophy.

Management Assurance on Legal Requirements

Before the review, the staff and management of Pipis Childcare and 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 Pipis Childcare and Preschool will be in four years.



Graham Randell
Deputy Chief Review Officer Northern

24 September 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	Ngunguru, Whangarei		
Ministry of Education profile number	45296		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	47 children, including up to 6 aged under 2		
Service roll	56		
Gender composition	Girls	29	
	Boys	27	
Ethnic composition	Māori		10
	NZ European/Pākehā		46
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	August 2015		
Date of this report	24 September 2015		
Most recent ERO report(s)	Education Review		May 2012
These are available at www.ero.govt.nz			

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.