



EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

**Pukeko Corner Kindergarten
Katikati**

Confirmed

Education Review Report

Early Childhood Service Education Review Report: Pukeko Corner Kindergarten

Education reviews in early childhood services focus on the factors that contribute to positive outcomes for children. We work with early childhood services to identify their strengths and the areas they need to review and develop. Early childhood services take part in the review process and are expected to make use of the findings to enhance children's learning and wellbeing.

1 Evaluation of the Service

How well placed is the service to promote positive outcomes for children?

Pukeko Corner Kindergarten is very well placed to promote positive outcomes for children. The centre's vision and philosophy guide its development and choice of priorities for programme development. Teachers are committed to ongoing enhancement of their professional knowledge and practice. The programme has extensive links with community events and the local environment. The kindergarten acknowledges the importance of Te Tiriti o Waitangi and bicultural knowledge for all children.

Context

Pukeko Corner Kindergarten is a privately owned centre servicing Katikati and the surrounding rural communities. The kindergarten provides five, six-hour sessions each week for children from the age of two to school age. Currently there are 27 on the roll, including eight children who identify as Māori.

The centre's Christian philosophy honours each child's uniqueness and interests. It aims for children, teachers and parents to develop as learners alongside each other.

Strengths in the areas of governance and leadership, the environment and resources, and the responsiveness of teachers, identified in the 2009 ERO review, have been maintained. Since that review, transition times have been reviewed, resulting in the removal of a designated rest time, and a systematic approach to children's profile books has been developed and implemented.

Areas of strength

The knowledgeable, experienced manager has developed a climate of trust where parents and teachers support her commitment to providing high quality education for all children. She is responsive to parents' wishes and seeks their views on the effectiveness of the centre in meeting the needs of children and their families.

The head teacher is a skilled educator who has a particular strength in te reo Māori. She is open to new learning and change, and accommodates and appreciates individual staff skills. Leaders have worked together to establish a culture in which children are valued, celebrated and affirmed for who they are and what they bring to their learning.

Teachers provide a curriculum based on *Te Whāriki Early Childhood Curriculum*. They respond to children's interests and foster their learning in a programme that has strengths in dramatic play, literacy, mathematics, science, cooking, art, physical activities and skills, and Te Ao Māori.

Children with additional and diverse learning needs are well catered for. Teachers recognise the importance of emphasising social interactions within groups. They have responded to cultural parenting approaches that value group membership and shared support for children's development and learning. Group and individual learning stories identify children's participation and learning, and their shared experiences.

Teachers have positive and responsive relationships with children and their families. They know children well and interact with them to support and extend their learning. Programme displays allow children and their parents to celebrate achievements and share the fun of their learning.

Older children visit the local school regularly to participate in kapahaka, increasing their familiarity with Māori culture and gaining experiences that will ease their transition from the centre.

Areas for development and review

Teachers undertake spontaneous self review in response to changing circumstances. They research new ideas and reflect on ways to improve programmes and centre operations. Centre leaders and ERO agree that there is now a need to develop and implement planned self review linked to the centre's vision and philosophy, and focused on learning outcomes for children.

In addition, there would now be benefit in strengthening the appraisal process to include:

- development goals relating to teaching practice, learning outcomes for children and the centre's strategic objectives
- formal observation of teaching practice
- regular monitoring of goals by teachers and management
- in-depth feedback to teachers.

2 Legal Requirements

Management Assurance on Legal Requirements

Before the review, the staff and management of Pukeko Corner Kindergarten completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents they attested that they select 'have' or 'have not' 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:

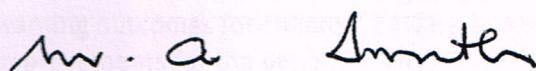
- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation 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.

3 Next Review

When is ERO likely to review the early childhood service again?

ERO is likely to carry out the next review in three years.

A handwritten signature in black ink, appearing to read 'M. a. Smith'.

Makere Smith
National Manager Review Services
Northern Region (Acting)

18 October 2012