



**Education Review Office**  
Te Tari Arotake Mātauranga

**Fantails Childcare - Silverdale**  
**Silverdale, Auckland**

**Confirmed**

**Education Review Report**

# Fantails Childcare - Silverdale

## Silverdale, Auckland

### 29 March 2019

## 1 Evaluation of Fantails Childcare - Silverdale

How well placed is Fantails Childcare - Silverdale to promote positive learning outcomes for children?

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

### Background

Fantails Childcare - Silverdale, is a privately owned service in the Millwater subdivision. The owners also have a centre in nearby Wainui. The Silverdale centre is licensed for 110 children, including 25 children up to the age of two years. It provides programmes in four age-specific groups. The centre's parent community is increasingly culturally diverse.

The owners have appointed a group manager who works alongside two supervisors, and key teachers in each room. This experienced team leads a large staff, most of whom are qualified teachers. A cook, kitchen helper, administrator and maintenance worker are also part of the team.

The principles of *Te Whāriki*, the early childhood curriculum, are reflected in centre programmes. The recently reviewed philosophy emphasises welcoming, respectful relationships and promotes a culture where diverse backgrounds, values, traditions and capabilities are embraced. It focuses on providing high quality education that supports children's lifelong learning.

The good practices noted in ERO's 2015 report are well embedded, and teachers have continued to strengthen their practice through professional learning and internal evaluation. Leaders have responded well to areas identified by ERO for ongoing development.

### The Review Findings

The very good quality of care and learning is consistent throughout the centre. Children enjoy warm, nurturing relationships in a spacious environment. Teachers know the children and families well and there is a strong sense of respect and calmness in the centre.

Teachers settle babies and toddlers well and respond sensitively to their needs. Toddlers move around the centre freely, enjoy many opportunities to access resources and learn to sustain their play. The aroha and whanaungatanga evident in the infant room, and teaching practices that nurture children's self-management and independence, continue as children advance through the centre.

Thoughtful presentation of the environment and a wide range of resources promote children's creativity and imaginative play. The well designed outdoor play area encourages children to take on physical challenges and explore.

The experienced teaching team works collaboratively and seamlessly. Teachers nurture an inclusive culture, and provide well for children with additional learning needs. Literacy, numeracy and science are woven into children's play. Teachers listen to children's conversations and requests, and their responses promote oral language and extend children's vocabularies. Leaders and teachers continue to reflect on, and consider ways to provide additional challenge for capable learners.

Programme planning is responsive to children's interests. Online assessment portfolios allow parents and their wider whānau to follow children's learning progress. Photos and photo books connect children to home and family, and encourage children to revisit their learning.

Transitions between rooms are managed very well. A specific programme for older children promotes skills that support children as they transition to school. Well-considered connections have been made with the local school and community.

Leaders' and teachers' commitment to, and respect for, bicultural practice is consistently evident. A teacher supports and encourages the use of te reo and tikanga Māori among teachers and children. Leaders have considered further plans to foster teachers' confidence, and continue to develop their knowledge and practice.

The leadership team and teachers have a strong focus on continual improvement. Leaders work collaboratively and support team members well to develop their leadership capability. Teacher appraisals are aligned with the centre's strategic goals and required teaching standards. Teachers' professional learning programmes and internal evaluation also ensure that good quality is maintained. This is impacting positively on outcomes for children. Well-developed strategic and annual plans guide centre operations.

## **Key Next Steps**

Centre leaders agree that key next steps include continuing to:

- embed te reo and tikanga Māori in daily programmes and practices
- make children's home languages and cultural identities more visible in their portfolios
- extend and challenge children's thinking through planning and deliberate acts of teaching.

## **Management Assurance on Legal Requirements**

Before the review, the staff and management of Fantails Childcare - Silverdale 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.



Steve Tanner  
Director Review and Improvement Services Northern  
Northern Region

29 March 2019

## 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	Silverdale, Auckland		
Ministry of Education profile number	46293		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	110 children, including up to 25 aged under 2		
Service roll	129		
Gender composition	Girls	51%	
	Boys	49%	
Ethnic composition	Māori		1%
	Pākehā		38%
	Chinese		28%
	African		6%
	British		6%
	Korean		5%
	other ethnic groups		16%
Percentage of qualified teachers	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	January 2019		
Date of this report	29 March 2019		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review		August 2015

### 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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.