

Fantails Childcare - Country - 21/09/2016

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1 Evaluation of Fantails Childcare - Country

How well placed is Fantails Childcare - Country 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

Fantails Childcare-Country is in a rural setting close to Silverdale. The centre is licensed to provide full-day education and care for 50 children including up to 12 under two years of age.

A centre manager has overall responsibility for the management of staff and the programmes provided for all children. Two head teachers manage the two rooms in the centre. One room is dedicated to the nurturing and care of infants and toddlers. The other room caters for two,

three, and four year old children. Allocated staff provide specific educational support for these children.

The centre staff consists of a combination of full-time and part-time teachers. Six are registered early childhood teachers and two are untrained educators. The staffing team is stable and most have been at the centre for a long time.

The current owner purchased the centre in 2010, and has worked consistently making improvements to the centre and to teaching practices. This is now one of two privately owned early childhood centres operating under Fantails Childcare management.

The previous ERO report identified that programmes engaged the children. Children were confident and articulate. Teachers developed children's interests, including numeracy and literacy learning opportunities. These features have been sustained. ERO suggested that self-review be used to place more emphasis on outcomes for children that parents aspirations be included in planning for learning. Staff have responded positively to these suggestions.

The Review Findings

Children in this centre are settled and have a strong sense of belonging. They become part of an extended whānau and community of learners. They are socially adept and interact and collaborate well, engaging in complex conversations, and sharing their thoughts and ideas. Children with additional needs are well supported by teachers and external experts, who work co-operatively to achieve positive outcomes for children, allowing them to engage in the programme.

The programme is predominantly child-led and children explore their learning with one another. Engagement in imaginative play also prompts independent exploration and learning as children investigate and experiment with equipment and concepts. Children enjoy the rich variety and choice that the expansive outdoor learning environment offers.

Teachers value children's ideas. Children are curious and eager to learn and teachers develop programmes that encourage thinking, reasoning, measured risk taking and problem solving. Artistic activities provide outlets for imaginative thinking and creativity. A range of outdoor experiences build children's physical, creative and cognitive skills.

Teachers understand their role as facilitators who strengthen children's learning. They prepare a well-resourced and accessible learning environment that supports children to use it as a tool to direct their own learning. Teachers research children's interests to add complexity and enrichment to children's learning. Teachers know when to interact with children and when to minimise input, in order to encourage independent learning.

Teachers of younger children understand developmental stages and appropriately prompt learning and nurture children's confidence and independence. Infants' and toddlers' language and comprehension are skilfully supported.

Transition programmes ensure that children settle into the centre with ease and advance smoothly to the older children's room. Four-year old children participate in a meaningful programme where they are prepared to transition smoothly into school.

Te Whāriki, the early childhood curriculum, principles and strands guide planning and ensure a focus on children's all round development. Teachers use the 'notice, recognise, respond and revisit' method of planning, evaluation and assessment to identify children's interests and extend learning. Teachers could now consider how the continuity and deepening of children's learning can be more effective.

Highly effective centre leadership and purposeful leadership opportunities for all teachers are a feature of the centre. Appraisals provide occasions for staff to support each other through feedback and discussions on improving their practice. Teachers take opportunities to build their colleagues' knowledge by sharing what they have learnt from professional training sessions. Some also share their knowledge and skills by mentoring team members.

Self review is used very well to promote positive outcomes for children. Centre leaders and teachers use it to consider implications for their teaching practice and centre development.

Key Next Steps

The key next steps to build on the good practice in the centre are to:

- further imbed te reo Māori and tikanga Māori in the programme, and continue building reciprocal relationships with the local iwi
- consistently develop progressions in children's learning
- further develop policies and procedures aligned with the expectations outlined in the *Vulnerable Children's Act 2014*.

Management Assurance on Legal Requirements

Before the review, the staff and management of Fantails Childcare - Country 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 Fantails Childcare - Country will be in four years.

Graham Randell

Deputy Chief Review Officer Northern

21 September 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	Silverdale, Auckland
Ministry of Education profile number	10169
Licence type	Education & Care Service

Licensed under		Education (Early Childhood Services) Regulations 2008	
Number licensed for		50 children, including up to 12 aged under 2	
Service roll		72	
Gender composition		Information not supplied	
Ethnic composition		Māori	4
		Pākehā	65
		African	2
		Chinese	1
Percentage of qualified teachers		80%	
0-49% 50-79% 80%			
<i>Based on funding rates</i>			
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		July 2016	
Date of this report		21 September 2016	
Most recent ERO report(s)	Education Review	June 2013	
	Education Review	May 2010	
	Education Review	June 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](#):

(/publications/he-pou-tataki-how-ero-reviews-early-childhood-services/part-4-eros-framework-for-review-nga-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](#). (/publications/he-pou-tataki-how-ero-reviews-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](#).

(/how-ero-reviews/ero-reviews-of-early-childhood-services-and-kohanga-reo/return-times-for-early-childhood-service-reviews/)

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.