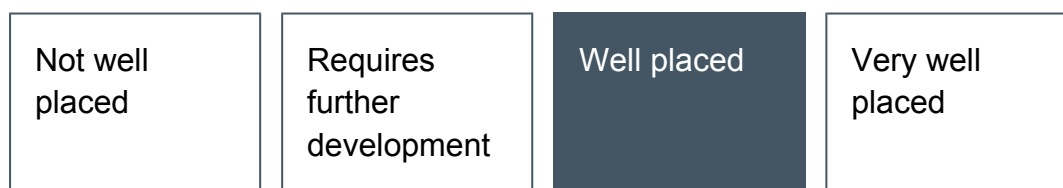


Fantails Childcare - Silverdale Education Review

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Evaluation of Fantails Childcare - Silverdale

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



ERO's findings that support this overall judgement are summarised below.

Background

Fantails Childcare-Silverdale is a new centre which opened in October 2013. This is their first ERO report. The uniquely designed centre is privately owned and located in the new Millwater subdivision of Silverdale. The centre is licensed for 110 children, including 25 up to the age of two years. Centre management are carefully administering the rapid roll growth that is occurring in the centre at present. Efficient management, a highly effective and collaborative leadership structure and cohesive teaching teams underpin centre operations.

The centre's overarching philosophy and the principles of Te Whāriki, the early childhood curriculum, support children's learning. A noteworthy feature of the centre philosophy is the provision of a quality education that has a significant and lasting impact on children's overall development. Strong support for the importance of deep listening to children, teachers and parents is a significant feature of the centre.

Sound foundations have been set for formal and spontaneous self-review procedures and documentation. Centre leaders and teachers are developing a culture of reflection and are seeking opinions and information from parents and professional agencies to ensure optimal outcomes for children's learning. Children's wellbeing and sense of belonging are nurtured through positive transitions into, within and out of the centre. These affirming features contribute to promoting positive outcomes for children.

The Review Findings

Children, parents and whānau are warmly welcomed into the centre. Teachers know their families well. Individual children are honoured and valued for who they are. Teachers include and respond to children's diverse cultures and learning needs. The centre values its wider community and is establishing positive relationships with other early childhood services and schools. As a result, teachers are helping to develop a community of learners.

Children are settled and engaged in their learning. Their relationships with other children and adults are respectful and caring. Children play cooperatively and engage in meaningful conversations with each other and with teachers. They have opportunities to lead and revisit their learning. Children move freely between the junior and preschool rooms. There is easy access to the spacious outdoor environment. Well resourced learning environments within a modern building complex enhance children's learning experiences.

Babies and toddlers benefit from a caring and nurturing environment. Teachers are receptive to their needs and respond sensitively to individual children. A focus on listening to children's ideas and requests guides teachers in their practice and helps to sustain children's learning and development. Babies and toddlers move freely between the indoor and outdoor environments. Warm and comfortable spaces support children who are yet to be mobile.

High teacher ratios support children in their learning. Teachers facilitate children's learning and support and challenge children to extend their understanding. They weave literacy, numeracy and science into the curriculum and provide children with opportunities to develop skills and knowledge in these areas. Teachers' deep respect for children is evident across the centre.

Programme planning and assessment is responsive to children's interests and next steps. Teachers' knowledge of children as learners informs decisions about the programme. Children's portfolios and teacher's records of children's learning are a useful account of their learning and development over time.

Bicultural practice is fostered across the centre. Teachers are committed to acknowledging the distinct place of Māori. The use of te reo and tikanga Māori is valued and encouraged. A recently appointed bicultural officer supports this practice.

Teachers are committed to ongoing professional learning. Clearly defined leadership roles maintain the practice of growing leaders and teacher capability across the centre. Teachers work well together and set their own goals in consultation with senior teachers. Teacher appraisals are aligned to the Practising Teachers' Criteria. Senior leaders now plan to implement Tātaiako - Cultural Competencies for Teachers of Māori Learners, into the teachers' appraisal process.

The centre is well governed and managed. Well developed strategic and annual plans guide centre operations. The centre's policy framework is a useful and meaningful document. Ongoing self review of these systems and processes ensures that high levels of centre operations are maintained.

Key Next Steps

Centre management, teachers and ERO agree that the key next steps for the centre are to:

- develop a mission and vision statement to support the centre's philosophy and the ongoing implementation of the strategic and annual plans
- deepen the evaluative aspect of centre self review
- further promote opportunities for children to lead their own inquiry learning
- continue to strengthen teachers' practice and skill base.

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.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Fantails Childcare - Silverdale will be in three years.

Graham Randell

Deputy Chief Review Officer Northern (Acting)

28 August 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	Millwater, Silverdale	
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	120	
Gender composition	Boys 55% Girls 45%	
Ethnic composition	Māori	8%
	NZ European/Pākehā	61%
	Chinese	7%
	Indian	5%
	African	3%
	German	3%
	Latin American	3%
	Korean	2%
	Polish	1%
	Samoan	1%
	others	6%

Percentage of qualified teachers 80% +

0-49% 50-79% 80%+

Based on funding rates

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 2015
Date of this report	28 August 2015
Most recent ERO report(s)	No previous ERO reports

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.