

Massey Childcare Centre Inc - Hoiho Section Education Review

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Evaluation of Massey Childcare Centre Inc - Hoiho Section

How well placed is Massey Childcare Centre Inc - Hoiho Section to promote positive learning outcomes for children?



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

Background

Massey Childcare Centre Inc – Hoiho Section, is part of an incorporated society and registered charitable organisation. It is situated on the Massey University campus in Palmerston North and caters for children of university staff and students. A small number of places may be available for the wider community.

Hoiho is licensed for 25 children, including 20 aged up to two years. Staff form a parallel team with Tui staff to implement the Attachment Based Learning (ABL) programme. Both provide care and education for infants and toddlers. Children transition to either the Kea or Kiwi Sections at around the time of their second birthday. All four sections share the interlinked premises. Staff work under a single management structure.

Practice in Hoiho is underpinned by the ABL programme. This places the development of secure attachments at the heart of its provision.

This review was part of a review of four licensed education and care services operating under Massey Childcare Centre Inc.

The Review Findings

The programme is highly effective in fostering secure attachments. Warm, responsive and

reciprocal relationships between teachers and children are evident. Teachers feel strongly about the value of the ABL programme and are committed to young children's wellbeing. Successfully supporting their transitions is given upmost priority and is a strength of centre practice. A carefully considered and resourced environment contributes significantly to children's self management and independence.

There is a strong strategic focus on promoting bicultural perspectives. Learning experiences and resourcing decisions show commitment to strengthening provision for Māori children and their whānau. There is a focus on growing links with the local community to provide children with meaningful experiences to celebrate their culture and identity. ERO affirms the actions managers and teachers are taking to further strengthen their bicultural knowledge, practice and direction.

Teachers recognise infants and toddlers as being competent and capable. As a result, children are powerful drivers of their own learning. They are aware of what they can do well and what they can do with assistance. They are secure and confident to explore the learning environment. They interact positively with their peers and adults. Teachers respond effectively to children's individual needs. They are highly skilful in their use of daily experiences as opportunities for teaching and learning. Consistent, positive guidance from adults results in a calm environment which is responsive to the rhythms of the children.

Partnership in children's learning is highly evident. Teachers know children and families very well. Key teacher systems contribute significantly to strong relationships. Whānau contributions are welcomed and valued. These regularly inform planning and assessment for children. Families actively participate in self review and contribute to centre governance and management.

Clear and consistent leadership at a range of levels is a strong part of the management culture and empowers a highly motivated staff. Well considered induction and appraisal programmes focus on growing professional knowledge and practices. Teachers' professional development is of high quality. Collaborative teamwork is evident.

The centre is capably governed by a representative committee. Sound systems, policies and procedures facilitate sustainable delivery of a high quality programme. Self review is embedded in practice and integral to the centre's operation. An exceptional level of ongoing improvement has been established. Critical reflection, research-based review and a culture of inquiry enable this centre to be in the forefront of early childhood practice.

Key Next Steps

Self-review processes and outcomes are highly effective for children's learning and wellbeing. The centre has the capability to self-identify appropriate next steps to maintain ongoing

improvement.

Management Assurance on Legal Requirements

Before the review, the staff and management of Massey Childcare Centre Inc - Hoiho Section 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 Massey Childcare Centre Inc - Hoiho Section will be in four years.

Joyce Gebbie
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Central Region (Acting)

29 July 2013

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.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, [contact us](#), for ERO office addresses.

2 Information about the Early Childhood Service

Location	Palmerston North		
Ministry of Education profile number	52517		
Licence type	Education and Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	25 children, including 20 aged up to 2		
Service roll	24		
Gender composition	Boys 15, Girls 9		
Ethnic composition	Māori	2	
	NZ European/Pākehā	17	
	Other ethnic groups	5	
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	1:7	Better than minimum requirements
Review team on site	May 2013		
Date of this report	29 July 2013		
Most recent ERO report(s)	Education Review	April 2010	

Education Review

September 2006

Education Review

September 2003

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.