



**Education Review Office**  
Te Tari Arotake Mātauranga

**Massey Child Care Centre Inc - Tui Section**  
**Palmerston North**

**Confirmed**

**Education Review Report**

# Massey Child Care Centre Inc - Tui Section

## Palmerston North

### 12 December 2017

## 1 Evaluation of Massey Child Care Centre Inc - Tui Section

How well placed is Massey Child Care Centre Inc - Tui Section 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

Massey Childcare Centre Inc is situated on the Massey University Turitea campus in Palmerston North. It caters for children of university staff and students, with some places available for the wider community. All four sections of the service, Hoiho and Tui (infants and toddlers), Kea and Kiwi (young children) share the interlinked premises. The sections are separately licensed centres which are jointly managed.

Since the previous review, there have been a number of changes in management. Two curriculum leaders have been appointed to guide professional practice for each of the parallel age grouped areas. The new centre manager oversees leadership, human resources, financial and operational practices.

The centre is governed by a management committee of elected parents, a university representative, the curriculum leaders and manager.

Tui Section is licensed for 25 children, including 20 aged up to two years. Of the total roll of 23, four children identify as Māori. Staff form a parallel team with Hoiho staff. Children transition to the Kea or Kiwi sections between two and three years of age.

Practice is underpinned by the service's Attachment Based Learning (ABL) programme. This emphasises the importance of secure attachment relationships with key teachers, responsive interactions, social and emotional awareness, free movement and bicultural practices.

This review was one of a cluster of four reviews of education and care services operating under Massey Child Care Centre Inc.

## The Review Findings

Infants and toddlers are offered meaningful choices and consulted about routines. Learning spaces and resources are thoughtfully arranged to invite their exploration and engagement. Children benefit from teachers' highly responsive interactions. Their oral language development is well supported.

Teachers purposefully establish warm, whānau-like relationships with children and their families. They demonstrate strong theoretical knowledge of the special qualities of very young learners to support their approach. Respect and emotional attunement underpins their practice. Strong attachments between teachers and children, consistent with the service's ABL programme, are clearly evident.

Portfolios provide a useful account for parents of their children's development, dispositions and engagement in the programme. Teachers weave current teaching theory into documented observations, skilfully identifying the significance of infants' and toddlers' unique behaviours and cues.

Leaders acknowledge, and ERO's evaluation affirms, that the quality of narrative assessment practice needs further development. Documentation requires strengthening to clearly and consistently show how a cycle of formative assessment, planning and evaluation is used to enhance children's learning. It should also more consistently show ways in which teachers consider individual's cultural contexts, and parents' aspirations for their children's learning, in order to enrich their teaching strategies and learning analysis.

Teachers effectively liaise with parents and outside agencies to support children with diverse learning needs to engage in the programme.

The dual heritage of Aotearoa New Zealand is valued and well integrated in the curriculum. Leaders have established a bicultural committee that successfully supports teachers to promote te reo me ngā tikanga Māori. Teachers demonstrate commitment to continual improvement of their bicultural programme and are growing their relationships with local iwi.

Well-considered processes are in place for transitioning children into the centre, and through to the Kiwi and Kea sections. Teachers successfully promote children's wellbeing and sense of belonging at these times. They also prioritise the need for clear communication and positive, reciprocal relationships with children and their families.

Internal evaluation requires strengthening. Teachers regularly collaborate on reviews to inform decisions about improvement. Leaders and teachers should ensure data analysis and subsequent decision making are systematic and robust. The recent adoption of a revised internal evaluation process is likely to increase the focus on the impact of the curriculum on valued outcomes for children.

Teacher appraisals include useful, regular feedback from curriculum leaders. Structured inquiries encourage research and critical reflection and contribute to valuable exploration of new thinking. However, the current appraisal process does not meet Education Council expectations. The service is developing a new process that includes the recently developed *Standards for the Teaching Profession* and has the potential to more strongly support teacher improvement. The revised process should also consider evidence of the impact of specific practices on Māori learners.

Effective distributed leadership is in place. Leaders and teachers are collaborative, improvement focused and highly reflective. Curriculum and team leaders provide effective educational leadership and whole-centre internal professional learning opportunities that build teacher capacity.

### **Key Next Steps**

ERO and leaders agree that priorities for promoting learning outcomes for children are strengthening:

- documentation of assessment, planning and evaluation, particularly in relation to the impact of teaching strategies and effectiveness of response to children's culture, language and identity practices
- internal evaluation to systematically monitor the impact of practices on outcomes for children
- the appraisal process to more strongly support teacher improvement.

### **Management Assurance on Legal Requirements**

Before the review, the staff and management of Massey Child Care Centre Inc - Tui 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:

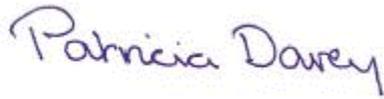
- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation 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 Child Care Centre Inc - Tui Section will be in three years.



Patricia Davey  
Deputy Chief Review Officer Central (Acting)  
Te Tai Pokapū - Central Region

12 December 2017

## 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	Palmerston North		
Ministry of Education profile number	40220		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	25 children, including up to 20 aged under 2		
Service roll	23		
Gender composition	Girls 12, Boys 11		
Ethnic composition	Māori	4	
	Pākehā	12	
	Other ethnic groups	7	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:4	Better than minimum requirements
Review team on site	September 2017		
Date of this report	12 December 2017		
Most recent ERO report(s)	Education Review	July 2013	
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	April 2010	
	Education Review	September 2006	

### 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.