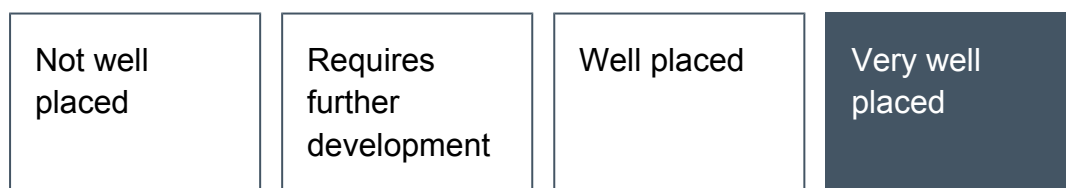


# Rockabye Early Learning Centre Education Review

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## Evaluation of Rockabye Early Learning Centre

How well placed is Rockabye Early Learning Centre to promote positive learning outcomes for children?



Rockabye Early Learning Centre provides high quality education and care that promotes positive learning outcomes for children.

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

### Background

Rockabye Early Learning Centre is an education and care centre in Highland Park licensed for 50 children. It caters for pre-school children from 3-5 years of age and infants and toddlers from 0-3 years in two separate areas on the same site. The centre draws its children from the multi cultural local community.

The owner and supervisor provide stable, knowledgeable leadership and management for the centre. They are well guided by the curriculum leader who supports them with curriculum development and staff training. Head teachers are responsible for leadership in the separate pre-school and infants and toddlers areas.

The centre has made significant progress in addressing the areas for development noted in the 2011 ERO report. There has been positive development in programmes, transition processes, matching centre values to the philosophy, and in planning to meet the individual interests of children.

Refurbishments to the outdoor environments of both the pre-school and infants and toddlers have improved the safety and learning opportunities for all children.

The centre philosophy is based around trust, quality and integrity. The centre aims for trusting relationships in all aspects of centre operations, the provision of quality education and care and the delivery of what it promises.

### The Review Findings

There is consistent, effective, teaching practice across both the pre-school and infants' and toddlers' rooms. Children are happy, settled, and engaged, with a strong sense of belonging. They are encouraged to make choices and be problem solvers. Teachers ask open-ended questions of children to allow their interests to lead future learning. Children are encouraged to enjoy social interactions and take considered risks. Teachers are positive, sensitive and responsive in their interactions with children. Children are involved in rich literacy, numeracy and science opportunities and the environments encourage exploration. Teachers recognise and use learning opportunities within routines. Children benefit from teachers maintaining a calm slow pace in which younger children have space and time to lead their own learning.

The centre curriculum promotes positive outcomes for all children. Responsive, reciprocal and respectful relationships are formed with each family. Parents, whānau and children contribute to the curriculum which is responsive to infant, toddlers and young children's deep interests. The curriculum recognises and values the importance of children learning through increasingly complex play. Assessment information is available to children so they can revisit and share their learning with others. A particular feature of the curriculum is the encouragement of infants and toddlers to become confident and competent communicators and explorers. Sound transition procedures from infants and toddlers to the pre-school ensure that children move easily and confidently to the new situation.

The language, culture and identity of each child is fostered by the curriculum. The curriculum supports and encourages the success of Māori and Pacific children. Teachers take personal responsibility for learning and using te reo Māori and integrating this meaningfully into the programme. The skills and knowledge that whānau Māori bring to the service are incorporated into programmes.

The centre has a strong sense of purpose and direction. The vision reflects a commitment to high quality early childhood education for all children. The philosophy and associated goals and plans are clearly influenced by the aspirations of parents and whānau, are linked to positive learning outcomes for children, and are strongly evident in centre practices. Centre owner and management personnel have a good understanding of, and capability to carry out their roles. Sound policies and procedures guide inclusive practice at all levels of the service. There is a focus on using self review to bring about continual improvement in most aspects of centre operations.

There is effective leadership at all levels of the centre. Staff work as a team in an environment

where trust and respect are valued. Leaders and teachers understand parents and whānau aspirations and expectations and are responsive to issues, concerns or questions they may have. Leaders are focused on improving the quality of education and care and provide sound guidance and support for teachers. Teaching practice is being improved through highly effective ongoing professional development, and coaching and mentoring for teachers by the curriculum leader, and by giving time for them to reflect on their practice.

### Key Next Steps

Centre leaders are continually looking at ways of raising the quality of the service. They have identified and ERO agrees that:

- strategic planning could be more clearly defined so that the initiatives being undertaken in the centre can be more closely monitored and refined if necessary
- the bicultural dimension in the curriculum should continue to be strengthened.

### Management Assurance on Legal Requirements

Before the review, the staff and management of Rockabye Early Learning Centre 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 Rockabye Early Learning Centre will be in four years.

Dale Bailey  
National Manager Review Services  
Northern Region

2 April 2014

## 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	Highland Park, Auckland		
Ministry of Education profile number	10055		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 15 aged under 2		
Service roll	53		
Gender composition	Girls 27 Boys 26		
Ethnic composition	Māori	6	
	NZ European/Pākehā	28	
	Chinese	11	
	African	4	
	Samoan	2	
	British	1	
	Thai	1	
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	February 2014		

Date of this report	2 April 2014	
Most recent ERO report(s)	Education Review	February 2011
	Education Review	October 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:

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.