

Pukeko Preschool Mangere East Supplementary Review

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11 June 2012

To the Parents and Community of Pukeko Preschool Mangere East

This supplementary review evaluates the quality of education and care received by the children and the performance of the centre's management in relation to specific terms of reference.

The Education Review Office [ERO] evaluation of Pukeko Preschool Mangere East follows.

Pukeko Preschool Mangere East offers early childhood education and care for its surrounding multicultural community. The centre rents a space behind a local church building. The attractive and inviting Pukeko artwork at the entrance is welcoming for children and their whānau.

Children are confident and communicate readily with adults as they begin and extend their play ideas. Children are actively engaged in all aspects of the programme. They play well with each other and build trusting relationships with adults. Most children are happy to try new things, and are encouraged to support each other's play. Children show respect for each other and their teachers.

The well qualified teachers listen carefully to children and are responsive to their interests. They demonstrate respect for children as capable and independent learners. Teachers are cohesive team and are developing a routine of critical reflection on their practice. They are becoming more creative in the ways that they respond to and build on children's emerging interests. They are also further developing their presentation of resources and are incorporating challenges into the environment.

Teachers have strengthened their partnerships with families and extended their use of te reo me ngā tikanga Māori in their interactions with children. Families enjoy the community feel and warmth of the staff at the centre. Parents are well informed and kept up-to-date with centre activities and children's progress. Families respond well to the culturally inclusive practices of staff, who are very supportive of new families.

The centre manager has worked consistently to build a cohesive team. The owner is committed to building staff capability. She has resourced teachers to incorporate innovative strategies into the programme. Teachers are culturally responsive to the children's needs. They have benefited from good quality internal and external professional development and are now focused on using the planning, assessment and evaluation cycle to promote children's learning.

The 2011 ERO identified a number of areas that needed to be improved. The owner and manager have worked well with staff to make significant progress in a short time. Much work has gone into improving the physical and learning environment. Careful planning and creative use of indoor and outdoor play spaces contributes to the improved quality of education at the centre. All the actions required for compliance identified in the 2011 ERO report have been addressed. The centre has good management and governance systems which support staff to provide quality care and education for children and families within the Mangere East community.

Future Action

ERO will review the centre again as part of the regular review cycle.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow-up action they plan to do. You should talk to the management or licensee if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the centre or see the ERO website, <http://www.ero.govt.nz>.

Makere Smith
National Manager Review Services
Northern Region (Acting)

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1 Background

Introduction

A Supplementary Review is undertaken at the discretion of a National Manager, Review Services in the Education Review Office (ERO).

A supplementary review evaluates the extent and effectiveness of actions a centre has taken towards addressing issues specified in a previous education review and/or any additional areas identified since that review.

Terms of Reference

This supplementary review is based on an evaluation of the performance of the Pukeko Preschool Mangere East governing body and management in relation to areas identified in the June 2011 ERO report or issues identified since that review.

The terms of reference for this review are to investigate:

- the quality of the programme to promote educational outcomes for children
- the quality of planning and assessment
- the quality of governance and management processes, including strategic planning and self-review
- the quality of the learning environment
- any other issues relevant to the governance, management and operation of the centre that arise during the course of this review.

2 The Education Review Office (ERO) Evaluation

Confirmed Supplementary Review Report: Pukeko Preschool Mangere East

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Children are confident and communicate readily with adults as they begin and extend their play ideas. Children are actively engaged in all aspects of the programme. They play well with each other and build trusting relationships with adults. Most children are happy to try new things, and are encouraged to support each other's play. Children show respect for each other and their teachers.

The well qualified teachers listen carefully to children and are responsive to their interests. They demonstrate respect for children as capable and independent learners. Teachers are a cohesive team and are developing a routine of critical reflection on their practice. They are becoming more creative in the ways that they respond to and build on children's emerging interests. They are also further developing their presentation of resources and are incorporating challenges into the environment.

Teachers have strengthened their partnerships with families and extended their use of te reo me ngā tikanga Māori in their interactions with children. Families enjoy the community feel and warmth of the staff at the centre. Parents are well informed and kept up-to-date with centre activities and children's progress. Families respond well to the culturally inclusive practices of staff, who are very supportive of new families.

The centre manager has worked consistently to build a cohesive team. The owner is committed to building staff capability. She has resourced teachers to incorporate innovative strategies into the programme. Teachers are culturally responsive to the children's needs. They have benefited from good quality internal and external professional development and are now focused on using the planning, assessment and evaluation cycle to promote children's learning.

The 2011 ERO identified a number of areas that needed to be improved. The owner and manager have worked well with staff to make significant progress in a short time. Much work has gone into improving the physical and learning environment. Careful planning and creative use of indoor and outdoor play spaces contributes to the improved quality of education at the centre. All the actions required for compliance identified in the 2011 ERO report have been

addressed. The centre has good management and governance systems which support staff to provide quality care and education for children and families within the Mangere East community.

Future Action

ERO will review the centre again as part of the regular review cycle.

3 Findings

The Quality of the Programmes

Background

The 2011 ERO report identified areas of the centre's programme that ERO and the new owner agreed needed further improvement. ERO finds that good progress has been made to improve the service the centre provides.

Areas of progress

Children's wellbeing. Children at the centre are confident and enjoy exploring both familiar and unfamiliar experiences. Children are aware of centre routines and the expectations that teachers have of them. The provision of lunch and snacks prepared by a full time cook has contributed positively to children's care.

Responsive interactions. Teachers constantly observe children in the programme and use te reo me ngā tikanga Māori in their interactions with children. Staff foster trusting relationships with children. Staff skilfully settle children who are new and their caring approach supports children to develop a sense of belonging. Children talk enthusiastically to teachers about their feelings and ideas.

Programme reflects centre philosophy. Teachers have organised the environment to align with the Reggio Emilia philosophy. Natural materials have been used to enhance learning spaces. Children show respect for the activities that teachers provide and learn through child-initiated play, where teachers interact to extend children's interest. Children are encouraged to make choices about how they will engage in play. They are interested in complex creative and dramatic play and sustain it for significant periods of time.

Whānau involvement and participation. Current programme planning and evidence of children's progress are displayed attractively for parents. Parents are encouraged to spend time reading the "planning wall". Parents are also informed of their child's learning through attractive portfolios, which contain a record of the children's learning through play.

Quality of the environment. The manager and teachers have worked collaboratively to improve the internal and external layout of the centre. The physical environment, which is divided up into specific curriculum areas, is attractive, vibrant and welcoming. The use of natural resources and natural learning experiences are noteworthy features of the centre. Children enjoy the centre's displays. They can access portfolios and reading materials which are displayed and stored at their level. Children are happy to play in small groups or work on individual activities within spaces that are well resourced and appealing to them.

Under two area. The younger children play safely within their own area both indoors and

outdoors. The indoor baby area functions as a separate unit with its own equipment, resources and “planning wall”. The under two outdoor space is fenced by a living punga fence. Older siblings are able to view or visit the babies play area to support their siblings, as appropriate. The under two area is well resourced for the needs of younger children.

Areas for further improvement

Deepening children’s conversations and thinking. The centre manager and teachers are now well placed to extend their teaching practices. They could consider how to use higher level, open ended questions to support children to better evaluate their own strategies and performance. Staff could also use more probing questions to prompt children to think critically and solve problems more effectively.

The Quality of Management Practices

Background

ERO’s 2011 report affirmed the strategic leadership of the new owner. It also noted the need to improve assessment of children’s learning so that programme planning could become more responsive to children’s emerging interests. The report highlighted the value of strengthening centre self-review processes.

Areas of progress

Planning, assessment and evaluation. The centre manager has introduced a systematic process of planning, assessment and evaluation. Teachers are supported to better notice, recognise and respond to children’s emerging interests and learning needs. The manager provides flexible support and mentoring for the teachers as they evaluate their teaching practice and the overall effectiveness of the programme.

High quality leadership. The owner has continued to make improvements to imbed the good practices that were identified in the 2011 report. High quality leadership is evident. The owner has made effective changes to staffing and processes for managing staff. The positive relationship between the manager and owner has strengthened teamwork and lifted staff morale.

Cohesive teamwork. The centre manager has led the development of a shared vision. Teachers are now working together as a cohesive team towards goals that are shared. Effective management decisions have helped to make staff a stronger and more resilient team that can manage change well. This has resulted in markedly improved outcomes for children.

Staff professional learning. The owner is committed to building the capacity of staff to provide a quality service for the children. She has helped staff to utilise expertise and provide professional learning for their colleagues. The centre has also benefited from external

professional development programmes provided by the Ministry of Education. Teachers are progressively documenting their reflections about progress. This is helping them to build a culture of teaching practice which is informed by reflection.

Staff appraisal system. Good employment practices are becoming well established. The owner sought external advice to refine the newly implemented staff appraisal process. She is reviewing the format and process so that it is more relevant for all staff.

Strategic planning and self review. The centre's strategic direction has been determined by the need to address the improvements recommended in the 2011 ERO report. Aligning strategic plans to the centre's philosophy has been an important focus for development in the last year. With professional support from a mentor and the introduction of a coaching model, the centre is now well placed to build its capability.

Areas for further improvement

Incorporating parent and children's voice. Teachers should now develop ways to gather parents' perspective to assist teachers to evaluate children's learning journeys. Parents could be encouraged to give their feedback on their children's progress and interests. Stories about children's home interests could be incorporated into teachers' planning. Similarly, children's comments and ideas could be recorded and included in teachers' planning and assessment.

Self-review cycle. While some reflection and self review have been undertaken, the owner and manager have identified the need to formalise and document reviews of policies, practices and procedures. More robust and relevant self-review practices are likely to strengthen centre operations and help the centre to deliver increasingly high quality early childhood programmes for the community.

4 Recommendations

ERO and the centre manager agree that the next steps for centre development include:

4.1 formally documenting a robust self-review process that will contribute to determining the strategic direction of the centre and lead to ongoing improvement

4.2 refining programme planning so that it makes links to children's emerging interests and incorporates both parents and children's 'voice'

4.3 considering how to further promote high level questioning that encourages children to solve problems and be more inquisitive, critical and evaluative of their own performance.

5 Future Action

ERO is confident that the service is being managed in the interest of the children. Therefore ERO will review the service again as part of the regular review cycle.

Makere Smith
National Manager Review Services
Northern Region (Acting)

11 June 2012

About the Centre

Location	Mangere East, Auckland
Ministry of Education profile number	25012
Licence type	All Day Education and Care Service
Licensed under	Education (Early Childhood Centres) Regulations 1998
Number licensed for	36 children, including up to 10 aged under 2 years
Roll number	49
Gender composition	Girls 26 Boys 23
Ethnic composition	Māori 12 NZ European/Pākehā 4 Niuean 6 Samoan 6 Tongan 6 Cook Island 5 Fijian 3 Indian 3 South East Asian 2 Tokelauan 1 other 1
Review team on site	April, 2012
Date of this report	11 June 2012
Previous ERO reports	Previous Reports as Happy Days Daycare Centre: Supplementary Review, June 2011

Education Review, May 2010
Education Review, May 2007
Education Review, April 2004