

Collectively Kids Limited Education Review

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15 August 2012

To the Parents and Community of Collectively Kids Limited

These are the findings of the Education Review Office's latest report on Collectively Kids Limited.

Collectively Kids Limited is a privately owned service in Mount Albert that provides high quality education and care for children. Warm, friendly and inclusive relationships are highly evident in the centre. Strong partnerships between teachers, families and children are a notable feature.

Children are capable, articulate learners, eager to engage in creative, self-initiated play. Teachers and children share respectful and positive interactions. Teachers respond thoughtfully to children's ideas and thinking.

Teachers include "environmental responsibility" in their programme plans. This involves teachers, through their interactions and activities with children growing their understanding of sustainable living within the community. This focus impacts on all aspects of the programme in positive ways.

The learning environment is challenging and interesting. Teachers and children take joint responsibility for setting and maintaining attractive playing spaces. Teachers place great value on the partnerships they have developed with families. They include parents regularly in decisions about the programmes provided for children.

The bicultural focus in the centre is strong. Through surveys and conversations parents' interest in the use of te reo Māori was identified. Teachers and children include te reo Māori in their everyday conversations and tikanga Māori practices are evident. Children enjoy tuakana teina relationships between age groups.

Management practices support continued improvement in the quality of programmes, teaching and the environment. The manager, who is also the professional leader in the centre, involves teachers, children and families in evaluating learning experiences. Activities are planned to support children's interests and strengths. Teachers have identified the need to more clearly document decision-making about self-review practices that support ongoing improvement.

Future Action

ERO is likely to review the centre again in three years.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or contact person 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)

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve quality of education for children in early childhood centres; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on outcomes for children and build on each centre's self review.

Review Focus

ERO's framework for reviewing and reporting is based on four review strands.

- Quality of Education – including the quality of the programme provided for children, the quality of the learning environment and the quality of the interactions between staff and children and how these impact on outcomes for children.
- Additional Review Priorities – other aspects of the operation of a centre, may be included in the review. ERO will not include this strand in all reviews.
- Compliance with Legal Requirements – assurance that this centre has taken all reasonable steps to meet legal requirements.

Review Coverage

ERO reviews do not cover every aspect of centre performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to positive outcomes for children and useful to this centre.

Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a centre is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this centre.

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, <http://www.ero.govt.nz>, for ERO office addresses.

1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report:Collectively Kids Limited

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Children are capable, articulate learners, eager to engage in creative, self-initiated play. Teachers and children share respectful and positive interactions. Teachers respond thoughtfully to children's ideas and thinking.

Teachers include "environmental responsibility" in their programme plans. This involves teachers, through their interactions and activities with children growing their understanding of sustainable living within the community. This focus impacts on all aspects of the programme in positive ways.

The learning environment is challenging and interesting. Teachers and children take joint responsibility for setting and maintaining attractive playing spaces. Teachers place great value on the partnerships they have developed with families. They include parents regularly in decisions about the programmes provided for children.

The bicultural focus in the centre is strong. Through surveys and conversations parents' interest in the use of te reo Māori was identified. Teachers and children include te reo Māori in their everyday conversations and tikanga Māori practices are evident. Children enjoy tuakana teina relationships between age groups.

Management practices support continued improvement in the quality of programmes, teaching and the environment. The manager, who is also the professional leader in the centre, involves teachers, children and families in evaluating learning experiences. Activities are planned to support children's interests and strengths. Teachers have identified the need to more clearly document decision-making about self-review practices that support ongoing improvement.

Future Action

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2 Review Priorities

The Focus of the Review

Before the review, the management of Collectively Kids Limited was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the centre to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the management and staff. This discussion focused on existing information held by the centre (including self-review information) and the extent to which potential issues for review contributed to positive outcomes for children at Collectively Kids Limited.

All ERO education reviews in early childhood focus on the quality of education. For ERO this includes the quality of:

- the programme provided for children
- the learning environment
- the interactions between children and adults.

ERO's findings in these areas are set out below.

The Quality of Education

Background

The 2009 ERO report identified empowering leadership, inclusive management and high quality programmes for children. Since 2009 the centre has been relicensed under the 2008 licensing requirements and significant additions have been made to the playground. Teachers have continued to build on and sustain the good practices noted in the previous ERO report.

Areas of strength

Well-being and belonging. Children are independent, trusting and settled. Teachers welcome children, and help them to settle into play. Children are encouraged to make choices about activities and are skilfully supported to achieve satisfaction and learning from their play. Teachers help children to develop appropriate social relationships.

The quality of teaching. The professional leader, senior teaching team and teachers work effectively together as a reflective team that provides high quality education and care for children and their families. Teachers know children and their families well. Children thrive in an atmosphere where there are positive expectations about their engagement and learning.

Philosophy in action. The centre philosophy values children's right to respect as thinking people. This respect is evident in the frequent, meaningful conversations between children and adults, and the opportunities children have to lead centre programmes. The focus on sustainable futures recognises children's ability to gain thoughtful and deeper feelings about the environment.

Bicultural understanding. Teachers provide programmes that acknowledge and celebrate the cultural heritage of New Zealand. Teachers surveyed parents to gauge their feelings about the inclusion of te reo me ngā tikanga Māori in the programme and received favourable responses. Māori culture is woven through all aspects of the programme, providing a natural basis for children's understanding of biculturalism.

Environment. Teachers and children keep the environment inviting and attractive. Teachers have made good use of space to provide opportunities for children to develop their play and to experience and explore a variety of activities. The outdoor area provides challenge and interest within a small space. The garden, with fruit trees, vegetables and challenging equipment, has been a valuable addition.

Areas for development and review

The centre has identified and ERO agrees that management and teachers will:

- continue to strengthen links between documentation, planning, curriculum goals and Te Whāriki, the early childhood curriculum
- continue to improve collaboration within the teaching team and with children and whānau to enrich stories and planning
- continue to improve self review through more effective and systematic collection and evaluation of reflections, comments and feedback to more clearly demonstrate how decision making takes place and to provide a record for future review.

3 Management Assurance on Legal Requirements

Before the review, the staff of Collectively Kids Limited completed an ERO Centre Assurance Statement and Self-Audit Checklist. In these documents they have attested that they have taken all reasonable steps to meet their legal obligations related to:

- administration
- health, safety and welfare
- personnel management
- financial and property management.

During the review, ERO looked at the service's documentation, including policies, procedures and records of recent use of procedures. ERO also checked elements of the following areas that have a potentially high impact on outcomes for children:

- emotional safety (including behaviour management, prevention of bullying and abuse)
- physical safety (including behaviour management, sleeping and supervision practices; accidents and medication; hygiene and routines; travel and excursion policies and procedures)
- staff qualifications and organisation
- evacuation procedures and practices for fire and earthquake.

4 Future Action

ERO is likely to review the centre again in three years.

Makere Smith
National Manager Review Services
Northern Region (Acting)

About the Centre

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| Location | Mt Albert, Auckland |
| Ministry of Education profile number | 20478 |
| Type | All Day Education and Care Service |
| Licensed under | Education (Early Childhood Services) Regulations 2008 |
| Number licensed for | 30 children, including up to 10 aged under 2 years |
| Roll number | 44 |
| Gender composition | Boys 26 Girls 18 |
| Ethnic composition | NZ European/Pākehā 33 Māori 8 Chinese 2 African 1 |
| Review team on site | May, 2012 |
| Date of this report | 15 August 2012 |
| Previous three ERO reports | Education Review, June 2009 Education Review, September 2005 Accountability Review, August 2002 |