

BJ's Childcare (Ltd) - 07/08/2018



Evaluation of BJ's Childcare (Ltd)

How well placed is BJ's Childcare (Ltd) to promote positive learning outcomes for children?

Not well placed

Requires further
development

Well placed

Very well placed

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

Background

BJ's Childcare (Ltd) in Whau Valley, Wh ngarei, caters for up to 40 children from two to six years of age. M ori children make up 70 percent of the roll.

The centre's philosophy aims to provide opportunities for children to become confident in their cultural identity, particularly M ori children. It recognises the development of the whole child as important to establishing a positive attitude and approach to learning. It promotes respectful relationships with children and their families in a homely setting.

The centre manager leads a team of three registered and two untrained teachers, including one teacher in-training. She is responsible for the planning and provision of teaching and learning programmes. Together with the director/owner, she oversees the day-to-day operation of the centre and teaches alongside staff.

Positive features identified in the 2014 ERO report continue to be evident. Very good progress has been made towards the recommendations from that report, particularly in professional leadership, teacher appraisal processes, and teachers fostering individual children's interests.

The Review Findings

Children are happy and confident in the centre where their cultural identity and language are affirmed. They have very good relationships with teachers and consistently engage in play that interests them. Children's independence is fostered through many opportunities to make choices, develop self-help skills and use their musical talents.

Children enthusiastically explore the environment, often playing in small groups, communicating respectfully with each other and responding well to adult support. They benefit from uncluttered indoor spaces and a good variety of natural and open-ended resources.

Teachers know children very well. They respond to individual interests and are sensitive and responsive to children with additional learning needs. Adults' conversations with children encourage them to share their ideas and sustain their play for long periods. Teachers often integrate te reo M ori and foster the use of children's first languages. They support children to develop early literacy and numeracy skills in meaningful ways.

Leaders and teachers maintain strong, trusting relationships with families. They are highly responsive to the social, emotional and physical needs of the centre community. Respect for M ori

culture and taonga provides a sense of belonging for all. Leaders consult families informally and through surveys about teachers' planning and children's learning. The centre provides a digital portal for families to access learning stories.

Teachers purposefully discuss children's interests and learning. They meet regularly to plan responses to children's overarching interests. Teachers have identified the need to strengthen their focus on individual children's interests and use this information to develop continuity in learning stories. They are using *Te Whāriki 2017*, the revised early childhood curriculum, to support programme planning. Teachers value the ways in which their centre philosophy aligns with *Te Whāriki*. They recognise that they should become more explicit about learning outcomes for children when they evaluate programmes.

Leaders use a sound policy framework and appropriate health and safety systems to guide centre operations. These key documents are regularly reviewed. Leaders consult with teachers and parents to involve them in decision making. They foster professional development to encourage teachers to undertake individual inquiries into their practice. Leaders recognise the need to further refine processes for teachers' appraisals. Teachers need to document and further develop the processes for the evaluation of their teaching practice.

Centre leaders work collaboratively with staff and parents to develop and monitor the centre's strategic direction. The team is now reviewing the strategic plan to better incorporate *Te Tiriti o Waitangi* and the centre philosophy.

Key Next Steps

Key next steps to support ongoing improvement include:

- planning for more deliberate teaching strategies that will challenge children's thinking, add complexity to their learning and focus more on learning and less on activities
- reviewing the philosophy and strategic plan to develop a clearer alignment with the centre's valued outcomes for children
- continuing to use *Tātaiako*, to promote and support the development of teachers' bicultural teaching practices.

Management Assurance on Legal Requirements

Before the review, the staff and management of BJ's Childcare (Ltd) 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 BJ's Childcare (Ltd) will be in three years.

Julie Foley

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Te Tai Raki - Northern Region

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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 Ng 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	Whau Valley, Whangarei	
Ministry of Education profile number	46096	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	40 children aged 2 years and over	
Service roll	33	
Gender composition	Girls 17 Boys 16	
Ethnic composition	M ori	23
	P keh	9
	other	1
Percentage of qualified teachers	80%	
Reported ratios of staff to children	Over 2 1:8	Better than minimum requirements
Review team on site	July 2018	
Date of this report	7 August 2018	
Most recent ERO report(s)	Education Review	October 2014

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 Ng Pou Here:

- Pou Whakahaere ó how the service determines its vision, philosophy and direction to ensure positive outcomes for children
- Pou rahi ó how leadership is enacted to enhance positive outcomes for children
- M tauranga ó whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children
- Tikanga whakaako ó how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* ó self review and of *whanaungatanga* ó partnerships with parents and wh nau.

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 M ori, 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 ó The next ERO review in four years
- Well placed ó The next ERO review in three years
- Requires further development ó 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.

BJ'S CHILDCARE (LTD) REPORTS

- [BJ's Childcare \(Ltd\) - 07/08/2018](#)
- [BJ's Childcare \(Ltd\) - 08/10/2014](#)