



**Education Review Office**  
Te Tari Arotake Mātauranga

**Maraekakaho Early Childhood Centre**  
**Maraekakaho**

**Confirmed**

**Education Review Report**

# Maraekakaho Early Childhood Centre

## Maraekakaho

### 26 August 2016

## 1 Evaluation of Maraekakaho Early Childhood Centre

How well placed is Maraekakaho Early Childhood Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	<b>Very well placed</b>
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ERO's findings that support this overall judgement are summarised below.

### Background

Maraekakaho Early Childhood Centre is situated in rural Hawke's Bay. It is known locally as 'Gumboots'. The centre offers four all-day sessions, Tuesday to Friday. It caters for children aged two to five years, is adjacent to the local primary school and shares a building with the playgroup. Trustees and a committee oversee governance and management.

The philosophy is underpinned by a core foundation of whanaungatanga, aroha, tuakana teina and appreciation for Papatūānuku.

Teachers present during the August 2013 ERO review remain employed at the centre. A new supervisor was appointed from the teaching team in 2014. The centre has a positive reporting history with ERO.

### The Review Findings

The centre philosophy is highly evident in practice. Teachers and leaders have continued to build on the strengths and good practice identified in the previous ERO report. Children experience a rich curriculum that supports their confidence and builds their capabilities.

Strong, well-established relationships with families are evident. Teachers work in partnership with parents to plan activities and experiences that successfully extend children's developing interests and learning. Children are self-managing and show skills in leadership and collaboration.

The programme effectively responds to the aspirations parents hold for their children. Adults use assessment practices well to carefully analyse children's learning and their relationships with people, places and things, to inform future planning.

Children and whānau are warmly welcomed into the centre in a gradual, unhurried manner. They are encouraged to settle at their own pace. A well-considered range of strategies effectively supports older children and families as they prepare for their move to school.

Children with additional needs play and learn alongside their friends. Teachers work with families and external agencies to meet individual learning goals. Their responsiveness to children's wellbeing is highly evident.

Children's connections to their cultural identities are successfully extended. Teachers show a high level of commitment to bicultural practice. Te reo me ngā tikanga Māori are woven seamlessly throughout the programme.

Trustees, leaders and teachers have a strong commitment to ongoing improvement. There is a deliberate focus on outcomes for children and teacher performance. Staff are highly reflective and improvement focused. Self review is embedded practice and continues to successfully guide curriculum change and improvement.

### **Key Next Steps**

Teachers and leaders have the capability to self-identify appropriate next steps to maintain ongoing improvement. A next step is to continue to strengthen evaluation practices.

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

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



Joyce Gebbie  
Deputy Chief Review Officer Central

26 August 2016

## 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	Maraekakaho	
Ministry of Education profile number	30193	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	22 children, aged over 2	
Service roll	30	
Gender composition	Boys 17, Girls 13	
Ethnic composition	Māori	1
	Pākehā	20
	Other ethnic groups	9
Percentage of qualified teachers 0-49%   50-79%   80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children Over 2	1:8	Better than minimum requirements
Review team on site	June 2016	
Date of this report	26 August 2016	
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	August 2013
	Education Review	June 2010
	Education Review	May 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.