



**Little Pukeko's Preschool  
Pukekohe, Auckland**

**Confirmed**

**Education Review Report**

# Little Pukeko's Preschool

## Pukekohe, Auckland

### 16 March 2015

## 1 Evaluation of Little Pukeko's Preschool

How well placed is Little Pukeko's Preschool to promote positive learning outcomes for children?

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

### Background

Little Pukeko's Preschool in Pukekohe, Auckland, provides education and care for up to 30 children aged up to four years old with up to 10 under two years of age. It is one of three centres managed collectively by the owner, a supervisor and the three centre managers. Together, they oversee the three centres with common sets of policies and procedures that are adapted for each centre.

The centre's philosophy promotes opportunities for children to explore and discover through positive interactions. This belief system underpins teachers' efforts to create a welcoming environment and build partnerships with families.

In 2012, ERO identified many positive features of the service. Strengths in the quality of support for children, partnerships with families and the development of the outdoor play area continue to be highlights. Practices have evolved and there has been further development of self review, teacher appraisal and strategic planning.

### The Review Findings

Children have a strong sense of belonging and settle quickly into play monitored by teachers. They explore their surroundings and equipment, and experiment with the wide range of resources and activities provided for them. The attractive, well maintained outdoor area provides children with opportunities to be physically active. Although the children under two have a separate space where they can play, they spend much of their day with the older children.

Teachers have positive relationships with children, encourage their participation in programmes and invite them to contribute. They recognise the importance of consistency and continuity in the care and education of young children. Primary caregivers for individual children contribute to the secure foundation for children's development and easy transitions within the centre. Adults trust children to develop as independent learners and set a calm pace that allows infants and toddlers appropriate time and space to lead their own learning.

Programme planning and assessment focuses on individual and group interests. Teachers document and analyse the learning that occurs during play. These records would be strengthened by greater recognition of children's cultures and showing more explicitly the continuity of learning for individual children. Extending the programme evaluation process to focus on the impact of teaching practices on children's learning should also further help teachers to promote positive learning outcomes for children.

A number of Māori children attend the centre. Respect for biculturalism is evident in centre practices and the environment. Some teachers confidently take responsibility for integrating waiata, karakia and te reo Māori into the programme. These good role models continue to build the confidence and practice of all staff in these areas.

The new teaching team works well to collaboratively implement change, and teachers benefit from professional learning and development provided by centre leaders. Through evaluative review, they reflect on their practice and the impact on children's learning. They could now strengthen their planning to identify more specific teaching strategies in key curriculum areas.

The development of the senior management team across the three centres has strengthened the focus on strategic and annual planning. The owner has identified that professional support for the management team to improve the evaluation of processes and practices would support the ongoing development of centre self-review systems.

### **Key Next Steps**

ERO and centre leaders agree that in order to further promote positive outcomes for children the centre could:

- develop lead teachers of curriculum areas to enable them to continue to grow professionally and deepen their understanding of what can make a difference for children's learning
- change the focus in learning stories from reporting on the programme to reporting on children's learning.

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

Before the review, the staff and management of Little Pukeko's Preschool 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 Little Pukeko's Preschool will be in three years.



Dale Bailey  
Deputy Chief Review Officer Northern

16 March 2015

## 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.