



Education Review Office
Te Tari Arotake Mātauranga

**Morgan Educare Centre 2
Hastings**

Confirmed

Education Review Report

Morgan Educare Centre 2

Hastings

19 September 2017

1 Evaluation of Morgan Educare Centre 2

How well placed is Morgan Educare Centre 2 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

Morgan Educare Centre 2 is one of two family owned and operated early childhood centres in the suburb of Flaxmere, Hastings. It is licensed to provide all day education and care for 35 children, including 10 up to the age of two. Of the 39 children currently enrolled, 30 are Māori and eight Samoan.

A van transports children to and from the centre. Lunch is provided for children four days a week.

Since the August 2014 ERO report, the centre has reviewed its philosophy. It describes the importance of allowing children to develop at their own pace, establishing respectful relationships and acknowledging cultural connections.

Two service directors are responsible for governance and support the centre managers in their role. The centre manager ensures centre philosophy is upheld and undertakes staff development. Curriculum delivery and day-to-day management of the centre is the responsibility of the supervisor. Most staff are fully qualified.

Significant progress has been made in developing the quality of teaching, literacy and numeracy and in improving the outdoor area. These were key next steps outlined in the previous report.

This review was one of two in the Morgan Educare Centre group.

The Review Findings

Children lead their own learning within a bicultural curriculum strongly based on their interests, fascinations and the centre philosophy. They freely explore a wide range of open-ended resources. Literacy and numeracy are woven throughout the programme. Children are confident and settled.

Children's investigations are well supported by teachers. They recognise the knowledge and understanding children bring to their learning. Effective strategies are used to foster children's language development and prompt deeper thinking about their learning. Warm, reciprocal relationships enhance children's sense of belonging.

A purposeful approach to the education and care of infants and toddlers is highly evident. Consistent caregiving enables teachers to respond sensitively to children's individual needs and preferences. A calm, slow paced environment invites these children's exploration. Transitions into and within the centre are responsive to children and their families.

Strong relationships are emerging with parents and whānau. Staff regularly seek ways to improve communication with families and value their input to the programme. Teachers, parents and external agencies share information to promote positive outcomes for children with additional learning needs. Strategies are well considered to enable their ongoing inclusion within the programme.

Programme planning and the environment reflect the cultural heritage of children within the centre. Children show pride in their cultural identity and share their knowledge with others. Leaders and teachers are committed to developing practice that promotes Māori children's educational success. They have identified this as an area for ongoing improvement.

Pacific teachers are encouraged to take on leadership roles to achieve positive outcomes for children of Pacific heritage.

Ongoing observation of children's interests and evolving theories underpins assessment and planning. Information from individual and group interests, and parents, is used to plan the curriculum. Treasure books record children's interests and participation in the programme. Strengthening the consistency of assessment and planning is necessary to:

- clearly identify the learning that takes place and the extension of this over time
- identify and evaluate intentional teaching that contributes to learning
- better reflect the culture, language and identity of individuals and the response to their parents' aspirations.

Strategic objectives and planning guide the direction of the centre over time. Policies and procedures direct the day-to-day operation of the centre. An externally guided process is improving understanding and use of self review. Leaders and teachers agree that a shift to a more collaborative, evaluative process is needed to better focus on improved outcomes for children.

The centre manager is focused on strengthening leadership. Teachers are well supported to grow their practice. A regular appraisal system and ongoing professional learning contributes to teacher development. A key next step is for teachers to evaluate how professional learning and teaching practices impact on outcomes for children.

Key Next Steps

ERO has identified that the key next steps are to:

- ensure consistency of assessment, planning and evaluation
- develop collaborative understanding and use of internal evaluation
- continue to strengthen teachers' evaluation within appraisals.

Management Assurance on Legal Requirements

Before the review, the staff and management of Morgan Educare Centre 2 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 Morgan Educare Centre 2 will be in three years.



Alan Wynyard
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Te Tai Pokapū - Central Region

19 September 2017

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 | Hastings | | |
| Ministry of Education profile number | 55484 | | |
| Licence type | Education & Care Service | | |
| Licensed under | Education (Early Childhood Services) Regulations 2008 | | |
| Number licensed for | 35 children, including up to 10 aged under 2 | | |
| Service roll | 39 | | |
| Gender composition | Girls 21, Boys 18 | | |
| Ethnic composition | Māori | 30 | |
| | Samoan | 8 | |
| | Pākehā | 1 | |
| Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i> | 80% + | | |
| Reported ratios of staff to children | Under 2 | 1:4 | Better than minimum requirements |
| | Over 2 | 1:9 | Meets minimum requirements |
| Review team on site | August 2017 | | |
| Date of this report | 19 September 2017 | | |
| Most recent ERO report(s) These are available at www.ero.govt.nz | Education Review | | August 2014 |
| | Education Review | | March 2011 |
| | Education Review | | March 2008 |

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.