



**Education Review Office**  
Te Tari Arotake Mātauranga

**Red Beach Early Learning Centre**  
**Red Beach, Orewa**

**Confirmed**

**Education Review Report**

# Red Beach Early Learning Centre

## Red Beach, Orewa

### 20 March 2020

## 1 Evaluation of Red Beach Early Learning Centre

How well placed is Red Beach Early Learning Centre 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

Red Beach Early Learning Centre is a well-established and privately-owned education and care service for up to 20 children over two years of age. The centre has a staff of fully qualified teachers.

The philosophy of the centre is guided by *Te Whāriki* the early childhood curriculum. It identifies a commitment for staff to provide a centre culture that is positive, respectful and inclusive to cater for children's needs.

ERO's 2016 report acknowledged a variety of positive features, which have been sustained. The report recommended areas of improvement that included strengthening internal evaluation and promoting increased leadership and management responsibilities. Good progress has been made in these areas. The report also recommended ensuring assessment practices of children's learning reflect *Te Whāriki*. Teachers continue to review and refine their practices.

### The Review Findings

Children benefit from a calm environment that is welcoming and inclusive. Building and sustaining relationships with whānau are a feature of the centre. Staff are sensitive and responsive to the needs of individual children. Parents who spoke to ERO value the positive staff relationships and the effective communication between the centre and home.

Children are engaged and confident in their learning. They are quick to settle and make independent choices about their play. They play cooperatively with their peers. Children benefit from easy access to a well-designed outdoor area for them to explore and participate in learning.

Informative wall displays acknowledge children's efforts and successes. Teachers work collaboratively, use what they notice about children's interests and plan activities for them. Children's conversations are talk is encouraged and respected by teachers. Teachers demonstrate skilful questioning techniques to extend children's thinking skills in meaningful ways.

Good progress has been made to include the centre's commitment to *Te Tiriti Waitangi* in centre programmes. Children are encouraged to sing waiata and participate in karakia and Māori storytelling.

Parents and whānau have access to relevant information about children's participation in centre programmes and opportunities to contribute to be involved in their child's learning. Children's learning stories provide a record of their participation in the programme. Teachers could now increase the visibility of children's languages and cultures in individual learning stories.

Portfolios are used as teachers carefully support children to transition to school. This practice helps to ensure children, and particularly those with additional learning needs, to be well supported as they enter school.

The centre has good structures in place to support ongoing internal evaluation that positively impacts learning outcomes for children. A well-considered and robust appraisal process continues to strengthen teacher practice.

The owner and head teacher work well together in the daily operations of the centre. Strategic and annual plans are developed and used to guide centre operations. Further developing strategic goals that include indicators to measure against, should strengthen strategic planning.

A system is in place to regularly review policies and procedures. The owner and head teacher agree they need to ensure policies and procedures align with practice. While parents have opportunities to contribute to their child's learning, managers are continuing to explore ways of extending educational learning partnerships with whānau and parents.

### **Key Next Steps**

The key next steps are to:

- increase the visibility of individual children's emergent learning and interests overtime in documentation
- strengthen strategic planning and refine goals supported by indicators that could measure how effectively these goals are being met.

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

Before the review, the staff and management of Red Beach Early Learning 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.



Steve Tanner  
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Northern Region - Te Tai Raki

20 March 2020

## **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	Red Beach, Orewa	
Ministry of Education profile number	10056	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	20 children over 2 years	
Service roll	30	
Gender composition	Girls 15 Boys 15	
Ethnic composition	Māori NZ European/Pākehā other ethnic groups	3 20 7
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Over 2 1:7	Better than minimum requirements
Review team on site	January 2020	
Date of this report	20 March 2020	
Most recent ERO report(s)	Education Review	June 2016
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	April 2013
	Education Review	March 2010

### 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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.