

Minimee Early Childhood Adventure - 20/09/2017

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1 Evaluation of Minimee Early Childhood Adventure

How well placed is Minimee Early Childhood Adventure to promote positive learning outcomes for children?

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

Background

Minimee Early Childhood Adventure, located in Hillcrest on Auckland's North Shore, operates in a restored villa in three age-related rooms. It is licensed for 50 children, including up to 16 children aged under 2. The two owners of the centre have appointed an external management service to oversee the day-to-day running of the centre along with a centre supervisor.

The centre has responded well to ERO's 2013 report and has continued to strengthen internal evaluation processes, planning and assessment records, and transitions into, within and out of the centre.

The centre's vision is to create a 'home away from home' for children and whānau. Its overarching and individual room philosophies are influenced by the approaches of Reggio Emilia and Emmi Pikler alongside *Te Whāriki*, the early childhood curriculum.

The Review Findings

Children, parents and whānau are warmly welcomed into the centre. They are involved with teachers in leading and contributing to a programme that is responsive to children's interests and parents' aspirations.

Infants and toddlers benefit from practices that reflect teachers' commitment to a philosophy of care. Teachers respond to the needs of each individual child with sensitivity and aroha. There is a deep respect evident in teachers' interactions with children. Teachers work with children and their parents/whānau to guide and support next steps in learning.

Children are valued and respected learners. Teachers value play as a vehicle for learning. Children are allowed to learn at their own pace in a well resourced, calm and inclusive environment. They have meaningful conversations with each other and with adults, and are involved in complex and sustained play.

Children learn and play in stimulating and attractive environments with resources that provide opportunities for challenge, exploration and creativity. The many natural resources support children's interests and encourage them to investigate further.

Teachers have a good understanding of the curriculum and of children as learners. They integrate literacy, numeracy and science naturally within the programme. Teachers are skilled at listening and identifying children's learning dispositions in order to challenge and extend their understandings.

Teachers are continuing to develop their understanding of and ability to implement a bicultural programme through the use and recognition of te reo and tikanga Māori.

There is good alignment across centre systems, including the philosophy, strategic and annual planning, policies and procedures, professional development and internal evaluation. The centre acknowledges the need to strengthen and align teachers' appraisals within this system.

The centre is well governed and managed. Management systems and expectations are clearly understood by all staff. There is a positive organisational culture to build and support professional practice. Teachers are using internal evaluation well. There is now an opportunity to deepen evaluation thinking, in order to have a more meaningful impact on children's learning.

Key Next Steps

The centre manager and supervisor agree that the key next steps for the centre include:

- deepening the acknowledgement of a bicultural partnership in centre philosophy statements, policies and curriculum
- fully implementing Education Council requirements for teacher appraisal and registration including reference to *Tātaiako, cultural competencies for teachers of Māori learners*
- strengthening evaluative capacity in internal evaluation and through strategic and annual planning.

Management Assurance on Legal Requirements

Before the review, the staff and management of Minimee Early Childhood Adventure 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 Minimee Early Childhood Adventure will be in three years.

Violet Tu'uga Stevenson

Deputy Chief Review Officer Northern (Acting)

20 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	Hillcrest, Auckland
Ministry of Education profile number	45922
Licence type	Education & Care Service
Licensed under	Education (Early Childhood Services) Regulations 2008
Number licensed for	50 children, including up to 16 aged under 2
Service roll	60
Gender composition	Girls 33, Boys 27

	Māori	1
	Pākehā	53
	Samoan	2
	other	4
Ethnic composition		
Percentage of qualified teachers		
0-49% 50-79% 80%		
Based on funding rates	30%	
	Under 2	Better than minimum requirements
Reported ratios of staff to children	1:4	
	Over 2	Better than minimum requirements
	1:8	
Review team on site	June 2017	
Date of this report	20 September 2017	
Most recent ERO report(s)	Education Review	December 2013

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.