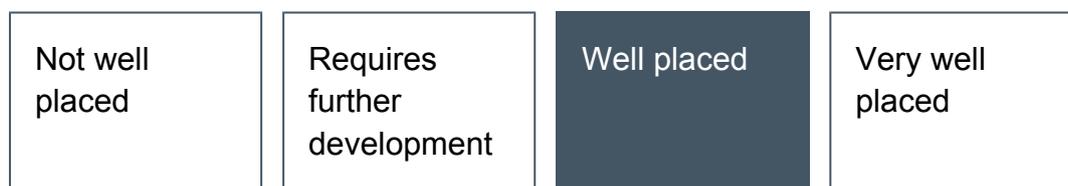


Minimee Early Childhood Adventure Education Review

- 2 Information about the Early Childhood Service
- 3 General Information about Early Childhood Reviews

Evaluation of Minimee Early Childhood Adventure

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



ERO's findings that support this overall judgement are summarised below.

Background

Minimee Early Childhood Adventure opened in May 2012 and is located in a renovated villa in Hillcrest Auckland. The centre provides all day education and care for 50 children up to five years of age in three age-related rooms. All children share the outdoor area throughout the day.

The centre has two owners who have appointed an external management service for the day-to-day running of the centre along with the centre supervisor. They oversee the well qualified, experienced staff.

The managers have employed teachers with the confidence and ability to effectively support the Chinese children for whom English is a second language.

The centre's philosophy is influenced by the Reggio Emilia, Emmi Pikler and Resources for Infant Educators (RIE) philosophies.

This is the first ERO report for the centre.

The Review Findings

Good systems are in place to manage the direction of the centre. The vision was developed by the owners and is enacted by the centre staff. The philosophy has been recently reviewed

and modified by the teaching team to reflect teaching and learning practices. Appropriate long-term goals and associated annual plans are aligned and guide future developments and improvements.

Leaders have developed a culture where relationships between teachers, families and children are the focus. Useful consultation processes ensure community-wide input into centre directions. Professional learning and development is valued by the owners and is based on the centre's philosophy and informed through the teacher's performance management system. Leaders are providing opportunities for teachers to develop their leadership skills.

Each teaching team has established its own vision for their age-related space which aligns with the centre-wide philosophy and is evident within the programme. Teachers use current research and theories of early childhood education. They reflect on the way children use activities offered and on children's participation in the programme. Teachers are developing confidence in integrating te reo Māori throughout the programme.

Teachers use the environment as an important part of the teaching process. The centre provides a child-initiated curriculum, where children direct the programme guided by teachers' skilful interactions.

Literacy, mathematics and science are well integrated in the context of children's play. Teachers encourage the meaningful use of information and communication tools. There are many opportunities for children to be creative and imaginative in their play. Children are encouraged to follow their own interests and strengths.

Teachers in the Under Two room offer a responsive curriculum. They engage in one-to-one nurturing interactions with, and provide respectful care for, babies and toddlers. The importance of play as the way children learn is affirmed and valued. Teachers respect children's rights to be informed and consulted about decisions that affect them.

Children's knowledge about their evolving interests is supported by teachers' intentional input. Their oral language is effectively fostered in conversations. Teachers respect children's rights to express a point of view in meaningful contexts. Children are provided with positive feedback that acknowledges their effort and success.

Key Next Steps

In order to strengthen current good practice, the supervisor and centre managers agree that key next steps include:

- developing more regular self review to ensure continuing improvement in all centre

operations

- reviewing systems to support children's transition to school based on Te Whāriki, the early childhood curriculum, and on the key competencies of The New Zealand Curriculum
- ensuring planning and assessment records focus on children's learning
- exploring further ways to integrate te ao Māori perspectives in the curriculum.

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.

Dale Bailey
National Manager Review Services
Northern Region

20 December 2013

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.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, contact us, for ERO office addresses.

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	63		
Gender composition	Girls 36 Boys 27		
Ethnic composition	Māori	3	
	NZ European/Pākehā	48	
	Chinese	7	
	Other	5	
Percentage of qualified teachers	80% +		
	0-49%	50-79%	80%+
Based on funding rates			
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	October 2013		
Date of this report	20 December 2013		

Most recent ERO report(s)

No previous ERO reports

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.