



**Frederick Street Family Centre
Hastings**

Confirmed

Education Review Report

Frederick Street Family Centre Hastings 29 January 2016

1 Evaluation of Frederick Street Family Centre

How well placed is Frederick Street Family Centre 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

Frederick Street Family Centre is one of two services operating under the same ownership and management. It was opened in December 2013 to offer education and care for younger siblings of children attending the Frederick Street Kindergarten and others in the community. They are located opposite each other to allow for easy transition from one to the other. This is the Family Centre's first ERO review.

The service caters for up to 25 children, including 12 up to two years of age. Hours are 8.00am to 5.00pm Monday to Friday. The licence extends operation to Saturdays from 8.30am to 12.30 pm, although no children attend on this day. At the time of this ERO review there were 30 children on the roll, 5 of whom identified as Māori. Most were under three years of age.

Staff of both centres come together for meetings, professional development, educational and social events and share on-line professional discussion. Teachers and some resources move between the centres to help support children's needs.

The philosophy emphasises value for parent and whānau participation in an environment where learning is child-centred. Comfortable seating is provided for nursing mothers in the babies' zone. A recently-formed committee of teachers, parents, whānau and children acts as a community voice and works in the interests of children.

The Review Findings

Teachers enact the philosophy in the curriculum. Young children and babies enjoy a calm, nurturing and inclusive environment in which care and education are positively supported. Relationships are respectful, trusting and foster a sense of belonging.

Transitions are sensitively managed. Parents are able to 'stay and play' for as long as they need, to know their child feels secure and at ease with new people and surroundings. The presence of mothers and fathers participating in activities with the children adds to the sense of family and

community. Children's progression to the kindergarten is paced in accordance with their readiness. The regular presence of a Kindergarten teacher on site assists this process.

Learning is child-led and guided by responsive teachers. They consult parents to learn about family values, the child's strengths, interests and preferences. Teachers supplement this information with what they notice from watching and working with children at play. Knowledge gained is used to assist or extend enjoyment and development. Specialist input is sought in consultation with parents and whānau to assist with promoting the learning and wellbeing of children with particular identified needs.

The curriculum is based around areas of play and offers a balance of experiences for holistic development. Teachers are supported in their implementation of te reo me ngā tikanga Māori by a kaiawhina and professional courses. Programme provision incorporates Māori themes to introduce children to the bicultural heritage of Aotearoa and promote pride in being Māori. Choice and self-care are fostered through daily routines.

Parents have regular access to information about their child's progress. This is documented in individual learning journeys and email conversations. The journals are well presented with written and photographic records of a child's developing skills and participation in activities. Some family/whānau members contribute affirming comments or entries depicting family life. These enrich the child's special identity.

Leaders and teachers recognise the diversity of their community. They have used self review to identify areas where they can improve how they serve their community. Information gathering includes the views of parents and children. Next aims planned for developing responsive practice are to:

- strengthen connections with the community for assisting Māori children in learning about their language, culture and identity
- in the event of Pacific children enrolling, promote outcomes for these children which reinforce their cultural identity
- continue to support children with specific learning needs.

To know more deeply the impact of development and curriculum effectiveness for children, self reviews could be referenced to outcomes from *Te Whāriki* and indicators of best practice. Responses to findings should be followed with further evaluation for continued improvement. This approach would provide a stronger base of evidence for knowing how effectively the environment, resources and teaching practice promote positive outcomes for children.

Key Next Steps

Centre leaders and teachers should strengthen internal evaluation practice, knowledge of effectiveness and areas for improvement through using an evidence base informed by research.

Management Assurance on Legal Requirements

Before the review, the staff and management of Frederick Street Family 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.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Frederick Street Family Centre will be in three years.



Joyce Gebbie
Deputy Chief Review Officer Central

29 January 2016

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	46325		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	25 children, including up to 12 aged under 2		
Service roll	30		
Gender composition	Boys 15, Girls 15		
Ethnic composition	Māori	5	
	Pākehā	24	
	Indian	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	1:3	Better than minimum requirements
	Over 2	1:5	Better than minimum requirements
Review team on site	December 2015		
Date of this report	29 January 2016		
Most recent ERO report(s) These are available at www.ero.govt.nz	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.