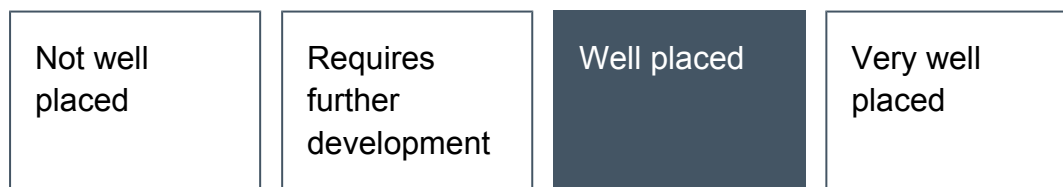


Sand Dunes Quality Early learning Centre Education Review

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

Evaluation of Sand Dunes Quality Early learning Centre

How well placed is Sand Dunes Quality Early learning Centre to promote positive learning outcomes for children?



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

Background

Sand Dunes Quality Early Learning Centre is a privately owned centre in Porirua. It is licensed to provide all day education and care for 95 children, including 25 up to two years old. Full time care and education is offered in learning areas planned around the developmental stages of infants, toddlers and young children.

The centre opened in 2007 and previously operated under two separate licences. These were combined in 2011.

A new centre manager was appointed in December 2013.

The Review Findings

The Sand Dunes 'home away from home' ethos is highly evident in the centre. Teachers have close ties with the children and their families. Respectful, collaborative practices result in an active, nurturing atmosphere.

Children initiate the curriculum. Teachers successfully respond to individual and group interests in their planning. Children enjoy revisiting and sharing their past experiences at the

centre. Wall displays celebrate their learning and foster self esteem. Aspects of literacy are evident across the centre. Teachers provide appropriate resources to help children develop skills and knowledge in mathematics.

Children's profiles show their participation in the programme and highlight their emerging interests. Teachers should continue to strengthen their evaluation of the breadth and complexity of children's learning over time.

The high quality outdoor learning environment is a feature of the centre. It is well planned to support children's exploration and investigation. The garden and 'farm' areas are well resourced to engage children's interest in the natural world. Children learn about sustainable practices as they tend and harvest crops, collect eggs and compost food waste.

Infants and toddlers are nurtured and encouraged to explore their surroundings. Responsive care giving supports their need for secure attachments. Good information sharing between families and staff enables continuity in care routines.

Children's transitions within the centre are sensitively planned. They are based upon careful assessment of each child's abilities and learning needs. Suitable processes support parents and children to prepare for progression to school.

Well-established routines enable children to anticipate significant events during the day. These include programme activities and meal times. Centre teachers should continue to explore ways of supporting children's independence and self-help skills during meal times.

Children interact positively with their peers and adults. Teachers skilfully manage and respond to individual needs. Consistent positive guidance from adults results in a calm environment.

Children have a learning environment which reflects their culture and identity. Resources that affirm Māori children's sense of belonging are visible and accessible. Teachers have accessed external support to grow their knowledge of the local area and of hapū and iwi. Strategies to support Pacific children are evident. Managers are supporting teachers to continue to learn more about ways of teaching that reflect and respond to Māori and Pacific learners.

Teachers are reflective and work well together. Frequent opportunities for leadership support their professional growth. Self review is becoming an established practice and is contributing to decision making leading to improved outcomes for children.

Leadership is supportive and collaborative. The centre has well-developed systems and processes that provide clear expectations for operations. The senior leadership team

recognises that the current appraisal system needs strengthening to better support teachers' professional growth. ERO agrees.

Key Next Steps

Management and ERO agree on the following key next steps to support ongoing improvement.

- Continuing to strengthen assessment and evaluation of children's learning.
- Continuing to develop strategies to promote children's independence during meal times.
- Developing an appropriate appraisal system which is regularly implemented for all staff.

Management Assurance on Legal Requirements

Before the review, the staff and management of Sand Dunes Quality 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.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Sand Dunes Quality Early Learning Centre will be in three years.

Joyce Gebbie
National Manager Review Services
Central Region

27 August 2014

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	Porirua		
Ministry of Education profile number	60064		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	95 children, including up to 25 aged under 2		
Service roll	95		
Gender composition	Boys 48, Girls 47		
Ethnic composition	Māori	18	
	NZ European/Pākehā	60	
	Pacific	5	
	Other ethnic groups	12	
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	1:7	Better than minimum requirements
Review team on site	July 2014		
Date of this report	27 August 2014		
Most recent ERO report(s)	Education Review	May 2010	

Education Review

May 2007

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.