



**Pupuke Early Education Centre  
Takapuna, Auckland**

**Confirmed**

**Education Review Report**

# Pupuke Early Education Centre

## Takapuna, Auckland

### 6 July 2015

## 1 Evaluation of Pupuke Early Education Centre

How well placed is Pupuke Early Education Centre to promote positive learning outcomes for children?

|                 |                              |             |                         |
|-----------------|------------------------------|-------------|-------------------------|
| Not well placed | Requires further development | Well placed | <b>Very well placed</b> |
|-----------------|------------------------------|-------------|-------------------------|

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

### Background

Pupuke Early Education Centre in Takapuna is privately owned and has been operating for six years. The teaching team headed by the manager consists of qualified registered teachers and has low staff turnover.

Since the 2012 ERO report, the centre has merged two licences into one licence for up to 70 children. The centre provides all-day education and care in two age related rooms for children from two years to school age.

Children and their whānau have diverse cultural backgrounds. Teachers use words and phrases in children's home languages to support teachers' and children's communication and understanding.

The centre's philosophy is underpinned by the values of honour and respect. The philosophy is supported by Te Whāriki, the early childhood curriculum with biculturalism as a key focus in the centre programme.

Since the 2012 ERO review, teachers have continued to strengthen the quality of education and care. They include a strong emphasis on positive relationships with children and their whānau. Teachers have further developed their teaching practice, and assessment and planning processes.

### The Review Findings

Trusting relationships between teachers and children reflect the centre's philosophy that values, honours and respects children's learning and wellbeing. Children and their families are warmly welcomed into a caring, inclusive and fun environment. They demonstrate a strong sense of belonging. Teachers know them very well and children settle quickly into the programme and routines.

Children's social and communication skills are fostered well through their interactions with peers, in groups and with adults. Children initiate their own sustained play and are supported to become confident, competent learners and communicators. Teachers encourage parents to involve themselves in the programme.

Children are provided with an attractive learning environment. The plentiful resources are well organised and accessible. The thoughtfully planned and resourced indoor and outdoor environments promote children's social, physical, and intellectual wellbeing.

Teachers communicate regularly with each other to support children's learning. They assess children's learning and development and maintain records in individual portfolios. These portfolios show some excellent examples of children's learning with good links between stories and revisiting of previous work. ERO agreed with managers that this is an area to continue to support teachers' develop.

New Zealand's bicultural heritage is very well celebrated and promoted throughout the centre. Children sing waiata and join in karakia at meal times. The importance given to biculturalism lays a solid foundation for Māori to succeed as Māori and for other children to have their cultural identity affirmed and celebrated.

Effective leadership is a feature of the centre. Management systems are well established and contribute to the smooth running of the centre. There is strong support for staff professional learning and the sharing of leadership roles. Managers identify and use staff strengths, and they have created a collegial work environment. High quality self review is an integral part of governance and management in this centre. It informs forward planning and evaluates the quality of the programmes in meeting the goals of the centre philosophy.

### **Key Next Steps**

The owner and manager have identified appropriate next steps:

- continuing to ensure that children benefit from challenging and complex learning opportunities
- aligning annual and strategic planning to provide a cohesive direction for all aspects of centre practice.

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

Before the review, the staff and management of Pupuke Early Education 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 Pupuke Early Education Centre will be in four years.



Dale Bailey  
Deputy Chief Review Officer Northern

6 July 2015

## 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  | Takapuna, Auckland                                    |                |                                  |
| Ministry of Education profile number  | 20251   |                |                                  |
| Licence type  | Education & Care Service                              |                |                                  |
| Licensed under  | Education (Early Childhood Services) Regulations 2008 |                |                                  |
| Number licensed for   | 70 children, including up to 2 aged under 2           |                |                                  |
| Service roll  | 83  |                |                                  |
| Gender composition  | Girls   | 51             |                                  |
|   | Boys  | 32             |                                  |
| Ethnic composition  | Māori   |                | 2                                |
|   | NZ European/Pākehā                                    |                | 49                               |
|   | Chinese   |                | 18                               |
|   | other Asian   |                | 7                                |
|   | other European  |                | 3                                |
|   | Middle Eastern  |                | 2                                |
|   | Indian  |                | 1                                |
|   | Latin American  |                | 1                                |
| Percentage of qualified teachers  |   |                |                                  |
| 0-49%   | 50-79%  | 80%+           |                                  |
| <i>Based on funding rates</i>   |   |                |                                  |
| Reported ratios of staff to children  | Under 2   |                |                                  |
|   | Over 2  | 1:6            | Better than minimum requirements |
| Review team on site   | June 2015   |                |                                  |
| Date of this report   | 6 July 2015   |                |                                  |
| Most recent ERO report(s)   | Education Review                                      | September 2012 |                                  |
| These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a> |   |                |                                  |

### 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.