



**Glenfield Early Learning Centre
Glenfield, Auckland**

Confirmed

Education Review Report

Glenfield Early Learning Centre

Glenfield, Auckland

22 February 2016

1 Evaluation of Glenfield Early Learning Centre

How well placed is Glenfield Early Learning Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
-----------------	------------------------------	--------------------	------------------

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

Background

Glenfield Early Learning Centre is located in the Glenfield Community Centre complex. Participating families have access to a range of support services, including Plunket. Due to restructuring, the executive board, community centre manager, Early Learning Centre manager, and head teacher are all new to their roles. Most of the teachers are qualified.

Te Whāriki, the early childhood curriculum, underpins programmes. The centre philosophy promotes children's independence and learning through play, with an emphasis on building positive and caring relationships. The centre's families and teachers reflect the diverse cultures of the community.

The 2012 ERO report noted the friendly and culturally inclusive environment for children. The report recommended improvements in teaching and learning, and in the ways that the centre engaged with its board and community. These are ongoing improvement areas that new managers are keen to develop further.

The Review Findings

The centre is a happy space for children and families to enjoy. Teachers actively foster a calm, settled atmosphere. They know the children well and talk with them as they participate in activities together. Teachers often use te reo Māori and other languages that children speak. They are enthusiastic about children's ideas, and share laughter with them as they play.

Children form strong, trusting relationships with their teachers and enjoy sharing their achievements, ideas, and questions with them. Children learn to respect and care for each other and the environment. In tuakana/teina relationships, older children support younger peers in their play. Children play together harmoniously and willingly work together to tidy the centre at group transition times.

Teachers view children as confident, competent learners. Children are supported to develop independence, solve problems, make choices, and explore their ideas through play. They have easy access to well presented resources. Imaginative, purposeful and focused play is supported by the environment and the placement of equipment. Children are active, creative learners. They have

opportunities to learn literacy, mathematics, science in the programme. Children can use their portfolios to revisit prior experiences in photographs and learning stories.

Teachers work well as a team. They discuss children's individual strengths and needs, and plan activities that are likely to follow children's emerging interests. Learning stories identify how teachers notice, recognise and respond to children's individual and group interests. Teachers regularly discuss good practice and relate their work back to the centre's philosophy and to current education research. They have opportunities to plan and lead centre activities, including leading the evaluation of the programme.

The centre is very welcoming for parents and whānau. Teachers make links between children's homes and the centre, and promote the languages and cultures of this diverse community. Children's portfolios and group learning stories are displayed for parents. Whānau participation in their children's learning is strongly valued. Parents' constructive feedback suggests improvements for centre practices.

The Community Centre and Early Learning Centre managers have worked well together to develop a strategic plan that identifies key goals focused on being responsive to the community. They plan to enhance communication between the board and the Early Learning Centre, and to promote greater transparency in decision making. New governance positions and processes are being planned to ensure parents are well informed of all the services of the Community Centre. The manager and head teacher have established good links with wider networks, including schools and other early childhood services in the local area.

Key Next Steps

Managers agree that next steps include:

- reviewing planning, assessment and evaluation of children's learning to extend children's interests and progress over time
- ensuring the transition to school programme reflects the centre's philosophy of child-directed learning through play
- implementing annual plans that identify how the centre's strategic plans will be achieved
- further developing robust processes and capacity for self review.

Management Assurance on Legal Requirements

Before the review, the staff and management of Glenfield 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 Glenfield Early Learning Centre will be in three years.



Graham Randell
Deputy Chief Review Officer Northern

22 February 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	Glenfield, Auckland		
Ministry of Education profile number	20058		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	30 children, including up to 8 aged under 2		
Service roll	67		
Gender composition	Boys 37 Girls 30		
Ethnic composition	Māori	6	
	Pākehā	24	
	Filipino	8	
	Indian	7	
	Chinese	6	
	Middle Eastern	5	
	Samoan	2	
	Tongan	1	
	Niue	1	
	other	7	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	December 2015		
Date of this report	22 February 2016		
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review	November 2012	
	Education Review	October 2009	
	Education Review	September 2006	

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.